

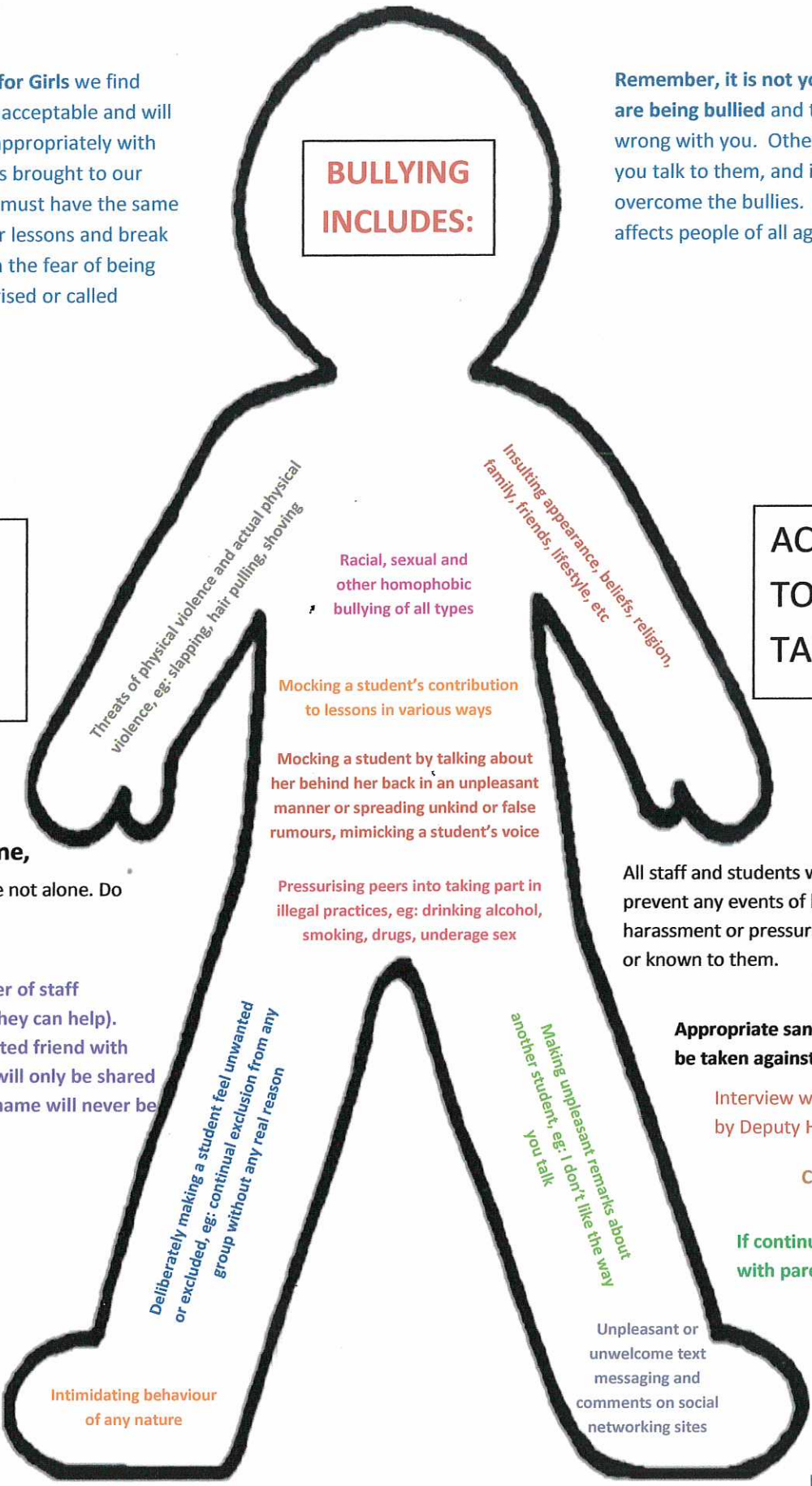
At Westcliff High School for Girls we find bullying in all its forms unacceptable and will ensure that we will deal appropriately with any kind of bullying that is brought to our attention. Every student must have the same opportunity to enjoy their lessons and break times at school, free from the fear of being bullied, harassed, pressurised or called names.

Remember, it is not your fault if you are being bullied and there is nothing wrong with you. Others will be glad if you talk to them, and it will help you overcome the bullies. Bullying also affects people of all ages.

BULLYING INCLUDES:

WHAT YOU SHOULD DO

ACTION TO BE TAKEN



Threats of physical violence and actual physical violence, eg: slapping, hair pulling, shoving

Insulting appearance, beliefs, religion, family, friends, lifestyle, etc

Racial, sexual and other homophobic bullying of all types

Mocking a student's contribution to lessons in various ways

Mocking a student by talking about her behind her back in an unpleasant manner or spreading unkind or false rumours, mimicking a student's voice

Pressurising peers into taking part in illegal practices, eg: drinking alcohol, smoking, drugs, underage sex

Deliberately making a student feel unwanted or excluded, eg: continual exclusion from any group without any real reason

Making unpleasant remarks about another student, eg: I don't like the way you talk

Intimidating behaviour of any nature

Unpleasant or unwelcome text messaging and comments on social networking sites

Tell someone, anyone, immediately. You are not alone. Do not keep it to yourself.

You must tell a member of staff immediately (so that they can help). Feel free to take a trusted friend with you. What you tell us will only be shared if necessary and your name will never be disclosed to the bully.

If you think someone is being bullied, please tell someone immediately or try your best to convince them to get help. If you feel you cannot directly speak to a member of staff, remember, you can email them.

Tell a parent, if you are unsure or worried.

All staff and students will take action to prevent any events of bullying, harassment or pressure observed by them or known to them.

Appropriate sanctions will be taken against the bullies:

Interview with student by Deputy Headteacher

Community Service

If continued, interview with parents

If severe, could lead to exclusion

Police intervention, in certain circumstances, may be required

Westcliff High School for Girls School Story

Location: Westcliff on Sea

Number of Pupils: 1090

GCSE performance: 100% A* - C

SEN: 2%

FSM: 3%

BME: 10%

Westcliff High School for Girls is a girls' grammar school with a co-educational sixth form. It has 1090 pupils on roll. Entry to the school is subject to success in the 11+ examination. The school is situated in Westcliff on Sea alongside Kenilworth Gardens and Manchester Drive. The school achieved 100% A* - C in the 2013 GCSE examination series and is ranked second in the country in 2013 GCSE league tables.

Westcliff High School for Girls has 2% of its pupils on the SEN register, 3% are FSM and 10% BME pupils.

What needs did we identify?

Our pastoral team and student council had raised concerns over the emotional well-being of the girls in our school; in particular, concern was raised over instances of bullying. Our focus was clearly to improve the emotional well-being of our students. We collected data from a baseline survey which was taken by 80% of the pupils across all year groups (7 -13).

Areas that were identified as causes for concern prior to analysing the questionnaire data were Racism, Homophobia, Low Self Esteem and Bullying.

Data from the questionnaire showed the following:

- Racism – only 34 out of a total of 590 responses mentioned this (6%).
- Homophobia – only 31 out of a total of 590 responses mentioned this (5%).
- Low self-esteem – none of the students felt they had low self-esteem. 15% mentioned that they lacked confidence but did not feel they had low self-esteem.
- Bullying – very few students had experienced verbal or physical bullying, although cyber-bullying appeared to be a problem.

Peer pressure and alcohol both featured highly but were not included at this stage.

Areas that were identified as a problem from the questionnaire were:

- Stress linked to school. 47% of pupils commented that their main causes of stress were linked to school, however only 25% would seek support from someone in school.
- Having awareness of the school's Anti-Bullying Policy. 78% were aware the school had an Anti-Bullying Policy although 57% were not sure about where to find it or not familiar with the contents.
- Cyber-bullying.
- The relationship between BME students and staff.

What outcomes did we focus on?

- To increase the percentage of students who would ask for support from someone in school from 25% to 65%.
- To reduce the percentage of students who do not know how to access the Anti-Bullying Policy and are familiar with its contents from 57% to 20%.
- To reduce the percentage of students who knew someone from the school who had been cyber-bullied from 43% to 20%.
- To reduce the percentage of BME students who have a weak or adequate relationship with staff from 53% to 20%.

What activities/interventions did we put in place?

Focus 1

In an initial survey we found that 25% of students would ask someone in the school for help. To help students to feel secure we initiated and extended several projects to make help more accessible. Within the pastoral system changes were made to methods of communication with students to make receiving messages and asking for help more discreet. The pastoral system was altered with a rebranding and renewed focus on support and emotional wellbeing rather than being perceived as being responsible for matters of discipline.

Tutor time has become more structured to ensure students are involved in activities with their tutors to establish a channel of communication between form tutors and pupils. Within tutor times (for years 7-9) a programme of study which includes discussion of specific topics related to health and wellbeing has been in place since 2012. In the upper school and sixth form relationships were fostered through weekly quiz events, preparation for form assemblies and a timetable of activities for tutor periods. Tutors have also been involved in activity day events with their form groups where possible so they can get to know them outside of form time.

Focus 2

With social media continually evolving, it was felt that the school's Anti-Bullying Policy was out-dated. The new policy needed to be inclusive with no confusion over what does and does not constitute bullying. The policy should support their needs and reflect the influences and pressures of a changing society. A working party consisting of ten students (two each from years 7, 8, 9, 10 and 11) and a member of the teaching staff and pastoral support team was set up to discuss and redesign the policy. Students were invited to volunteer to join the working party.

The working party discussed and researched new changes to the policy that would be student friendly. All ideas/suggestions came from the students and were written down by staff and reworded to suit the school's criteria and needs. Once the wording was completed, a poster incorporating the whole policy was designed to be eye-catching to the student. The focus of the poster would be to make every student aware of the Anti-Bullying Policy and what they should do if they are being bullied in any way or suspect someone else is being bullied.

Focus 3

Teaching students to remain safe whilst using technology is becoming increasingly important. Whilst studying Computing, Year 9 pupils use HTML, CSS and JavaScript code to design an E-Safety website to provide guidance to younger members of the school. At Key Stage 3, pupils are taught safe and responsible use of technology as an integral part of their curriculum, referring to CEOP materials as discussion points. As pupils' needs change at Key Stage 5, they explore the social, ethical, legal and political consequences of social media in greater depth.

Focus 4

As part of this target, it was agreed that we needed, as a school, to get more views from our ethnically diverse school community. A qualitative questionnaire was developed and 20 students across the school from all ethnicities were interviewed. The responses that were provided from the students then enabled whole school training to be devised on 'Understanding ethnicities as WHSG'. This training allowed staff to become aware of the issues that students felt were apparent in their lessons and around the school. Teachers had group discussions during this training and came up with ideas about how to ensure all students felt that the issues that they raised in their interviews were addressed. One of the points that was raised concerned teachers making test papers up using only English names. Teachers in departments where they made their own test papers agreed to use more ethnically diverse names. Teachers also became aware of how the language they used in lessons may affect how children may feel. A working party was set up to discuss having a 'Cultural Diversity Day' to embrace all of our ethnicities in school which took place last academic year.

Cultural Diversity Day

On 25th June the History department delivered assemblies introducing the idea of Cultural Diversity. The assemblies explained that the purpose of the day was to celebrate the diverse range of cultures and backgrounds that we have in the school and to become aware that we are all part of lots of different communities (school, local, national, global) and that we need to be aware of the differences between us all. They also emphasised that the day was about learning something new and celebrating the fact that we live in a country that is tolerant and that welcomes diverse culture and that not all people in the world are so lucky. Students were also given a cultural bingo quiz to complete by the next day. This involved identifying students within our school community who met set criteria. These included: those who can speak more than one language; those who have experienced being stereotyped; those who have had his or her name mispronounced; those who are expected to have an arranged marriage.

It was a very colourful gathering as the students and staff dressed in costumes that reflected their own cultural heritage. Many of the lessons delivered that day had a Cultural Heritage theme including: Science exploring how the stars and the star signs have been used by different cultures; English discussed and reviewed poetry from different cultures; History explored what it means to be British; Psychology looked at how meals are used as a means of expressing culture and DT compared the design of everyday items from different cultures.

At lunchtime students and staff took part in a picnic on the field. Between them the girls brought a fantastic range of food which allowed many of us to experience tastes we had never tried before. Students completed a cultural quiz and also placed a flag on a large world map to indicate where their cultural heritage came from. Flags were placed on every continent. These flags had been made by the students and the results of this will be on display in the school.

Students visited a range of events in the afternoon including: demonstrations of Latin-American and traditional Indian dance; a cultural fair where students could learn how to write their name in Chinese, Arabic, Korean or where they could have their hands hennaed; South African and Caribbean cookery demonstrations; a British Fair where students were taught how to dance round a May Pole; demonstrations of martial arts, folk singing, Indian music and the making of totem poles as well as a fashion show where students modelled national dress from around the world. The students were very willing to showcase their talents and very enthusiastic about helping staff to organise and run the events.

What did we achieve, and how did we know?

We have successfully increased the number of students in the school who would ask for support from someone within the school setting. Students have had access to peer support through initially the CHIPS programme and more recently ABC Buddies. The group aims to recruit 20 new Buddies and train them formally in July ready for next year. The ABC Buddies room is open every lunch time for Year 7s and 8s to come and talk/play games and be supported by the Buddies. The impact of these projects has led to 72% (results from a repeat of the original questionnaire taken in July 2013) of students now saying they would ask for support from somebody within the school. In the future the tutor programme and ABC Buddies will continue to be an important feature of school life.

Bullying and work around anti-bullying has been incorporated into the Year 8 PSHEE SOW and March 2013 a student focus group was created. Thus group worked to create a new anti-bullying poster and the Anti-Bullying policy has been amended in line with LA guidelines. Posters were created which are now displayed in every tutor room.

Years 7 & 8 were shown a CEOPS film in tutor time and an Information meeting will be held for Year 7 parents in September 2014. A letter and reply slip is to be sent home at the start of each academic year reminding parents about the age limits for social networking sites. Three lunchtime workshops on safety have been offered to staff over the course of the academic year 2013/14. Percentage who had been bullied or knew of someone bullied (from "Your Say" survey) conducted June 2013 was reduced to 13%

Key messages about relationships with BME students were cascaded down to staff during the initial Staff Meeting in September 2013. A focus group was created in January 2013 and from these key issues were raised which were shared with all staff. Inset for all staff was held on 10/1/13 and 19/6/13. As a consequence the percentage who had a good relationship with staff (from "Your Say" survey conducted June 2013) has been raised to 72%

What will we do next?

Our next step for the Anti-bullying policy is the School Governors to approve the updated version. If the policy is approved, it will be introduced, with the support of the Learning Managers, at each Year Group Assembly. The students will be informed about the new policy and about who designed it and will be shown the new poster. All members of staff will

be briefed and the new posters will be displayed in all tutor rooms and on the Pastoral Board and Student Noticeboards.

Information Evenings have been scheduled to deliver E-Safety guidance to Year 7 parents by September 2014; these sessions have been carefully planned with the help of Essex Police Force in order to help raise awareness and provide guidance. Furthermore, all staff will have attended an E-Safety training workshop by the end of the 2014 academic year to promote safe use of social media outside school, in order to protect their professional reputation. Over the next year, these workshops will be updated with new advice provided by CEOP representatives. Overall, the training has enabled tutors to develop an understanding of how technology affects the lives of young people in this current age and to provide appropriate guidance to the members of their forms.

Senior leader quote:

"Over the past few years our commitment to being a healthy school has taken us down many different pathways from safer journeys to school, to creating an exemplary peer support system and more recently a renewed vision for anti-bullying and inclusion for all. Our focus is always for our students' well-being but we have now recognised the importance of staff well-being and are looking to ensure that this priority is addressed over the coming year."

Pupil quotes:

"On Culture day, we really enjoyed the dancing. We walked into the sports hall which had a buzzing atmosphere and were told to get into partners. By the sound of the music, we all guessed we'd be country dancing. We learnt the basic steps and put them together in a routine around the hall. We must have all looked hilarious! We then watched a sample of Latin dancing performed by two sixth formers, and some traditional Bollywood dancing performed by some Year 8s. It was an enjoyable event for all." (Year 8 pupils.)

"I really like the fact that our tutor has been involved in all the activity days with us. I feel that I have got to know her better and it has been fun to do different activities. I really enjoyed Grangewater" (Year 7 pupils)

"The changes to the pastoral system have been really effective. I like the way that when we receive memos from pastoral staff they are now folded and stapled so that no one can read them. I feel more comfortable telling pastoral staff things now as I know confidentiality will be maintained" (Year 10 pupils)