

## ANTI-BULLYING POLICY with Covid-19 addendum

### Aim

The anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and can have profound consequences which could in the worst scenarios lead to suicide. Bullying affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at the College. This policy must also raise awareness in all staff through training about safeguarding and anti-bully ensuring they know their legal responsibilities and the principles of the school's anti-bullying policy and understand the reporting and recording arrangements.

This policy links into the following policies upheld by the College:

- Use of ICT, e-safety and Internet Acceptable Use Policy (Students)
- Behaviour and Exclusion
- Safeguarding Policy
- Online Safety which includes the Management of Cyberbullying

### Purpose

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our premises or outside the college premises. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively.

Under the Children's Act 1989 a bullying incident should be addressed as child protection concern when there is '*reasonable cause to suspect that a child is suffering or is like to suffer significant harm*' Where this is the case staff should report their concerns to DSL who will refer concerns to their local authority children's social care.

This policy is linked to the Colleges Student Behaviour Policy and the College Accessibility and Disability Compliance Policy and the government guidance on tackling bullying  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

### Responsibility

- 3.1.1 Ultimate responsibility for this policy and procedure lies with the Principal.
- 3.1.2 Statutory duty of the College. The Principal has a legal duty under the Education and Inspections Act 2006 s.89 and guidance of DfE Preventing and Tackling Bullying 2017

to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, agents, parents and students.

- 3.1.3 The College has a legal responsibility for the health, safety and welfare of its students, staff and visitors and aims to provide a safe, healthy and high-quality learning environment.
- 3.1.4 All staff & students have a legal responsibility to take reasonable care for their own safety and for that of others.
- 3.1.5 All members of staff including volunteers but specifically Personal Tutors, subject teachers and House Parents should be aware of the policy, procedures, sanctions and rewards dealing with incidences of bullying and ensure that students within their area are informed of the policy.

## Introduction

### What Is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our college's priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bullying can be:

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical: pushing, kicking, hitting, punching or any use of violence

Racist: racial taunts, graffiti, gestures

Sexual: unwanted physical contact or sexually abusive comments

Homophobic/Transphobic: because of, or focusing on the issue of sexuality

Verbal: name-calling, sarcasm, spreading rumors, teasing

Cyber: All areas of internet, such as email & internet chat room misuse, social websites, photographs

Mobile: threats by text messaging and calls, and misuse of associated technology, i.e. camera & video facilities

Religious

Related to Learning Difficulties

Related to Disability.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from college. Students must be encouraged to report bullying.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Schools/Colleges have a responsibility to respond promptly and effectively to issues of bullying. Colleges' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with college policy.

### **Signs and Symptoms**

A student may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a student:

- is frightened of travelling to or from College or doesn't want to go on public bus
- changes their usual routine by feeling ill in the mornings or is unwilling to go to college or begins to truant
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- begins to do poorly in schoolwork
- comes home or back to the residences with clothes torn or damaged or has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other students or siblings
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## What to do if you are being bullied or you know of another member of the College community who is being bullied?

- Report to any member of staff.
- They will listen to you and support.
- If you feel you want to speak to a member of staff in private please let them know.

## Procedures for Staff When Dealing with Incidents of Suspected or Actual Bullying

All staff are made aware of the Anti- Bullying policy as part of their Safeguarding training.

As with any safeguarding issue staff must follow procedure and report this to DSL, DDSL, and Principal.

Staff must always take a potential victim seriously and seek to offer support. The Principal, Assistant Principal and or Pastoral Directors/ Personal Tutors will then work in accordance with the procedures below to resolve the problem. If more than one member of staff is involved, they should work together to provide a co-ordinated approach.

Opportunities should be created whereby the student can be encouraged to express their concerns safely and in confidence. Enough time should be set aside for the supporter to listen and take note. If a student self discloses or a vicarious report is received of an incidence of bullying, then the listener/supporter should:

Listen to what the victim(s), witnesses have to say and get as much information as possible i.e. Get as much detail of what exactly has happened i.e. if at all possible, use the safeguarding concern form, (Appendix 2) to detail it:

- Who is involved, specifically, who is/are the victim/s, who is/are the perpetrator/s, are there any witnesses involved?
- Where is the bullying occurring?
- What form is the bullying taking?

Why does the alleged victim perceive it as bullying, (N.B) student may not perceive it as bullying and report it as something else. Why does the victim think it is happening to them?

How frequent is the bullying occurring, e.g. has there been one incident, or does there seem to be an ongoing problem?

Acknowledge the complaint and give assurance that the matter will be taken seriously and investigated as quickly, sensitively and as thoroughly as possible.

The listener/supporter, member of staff should not pressurize the victim(s) or witnesses into giving an instant account of the alleged bullying incident but should ensure that an environment is created in which victim(s) or witnesses are willing to disclose details of incident.

The student who feels bullied should be counselled about what they can do and what they would like to happen in order to resolve the situation.

## Links with Behaviour Policy

Students involved in bullying in the College or outside the College may also be dealt with under the College discipline system which is outlined in the Behaviour Policy and other documentation. For very serious issues a student may be permanently excluded or placed on Stage 4 of the discipline scale.

## Reporting Incidents of Suspected Bullying

- All incidents of suspected bullying must be reported promptly to your immediate line manager. House Parents should report to the Senior House Parent or a member of the Welfare Team. Subject Teachers, Personal Tutors and Pastoral Directors should report all incidents to the Senior Pastoral Director, Assistant Principal or Principal.
- All incidents and discussions with students, including witnesses, victim, (s) and alleged perpetrators should be noted and then followed up promptly in writing.
- Ultimately the Assistant Principal should be informed of all instances of bullying. The Assistant Principal will keep on file in the Bullying Register all incidences of bullying detailing incidence, who was involved and what sanctions and rewards have been implemented and the outcome.
- In instances of minor bullying personal tutors may initially deal with bullying incident or staff that have been appointed by the Assistant Principal.
- The situation should be monitored closely by the Assistant Principal or member of staff/s appointed by the Principal who is/are responsible to co-ordinate assistance of other staff as appropriate to effectively co-ordinate and manage instances of bullying.
- This member of staff will be responsible to make sure that action is taken to ensure that the student involved suffers from no adverse consequences and to verify and stop any bullying.
- All bullying incidents will be recorded by the Welfare Team in the incident bullying log.

## Procedures for continuing problems

- If incidences of bullying are continuing despite initial intervention program then this will automatically be escalated to the Assistant Principal Welfare who will interview all concerned and will record the incident
- The Assistant Principal will inform all who need to be informed for the incident to be appropriately and effectively resolved; this will include but is not limited to Principal, DoS, Senior House Parents, House Parents, Pastoral Directors, Personal Tutors, Agents and Parents.
- If further incidents occur, the perpetrator(s) should be spoken to by the Principal as appropriate and the parents of the bullied student and the perpetrator will be contacted to discuss further action, which may include further sanctions/punishments.

## Sanctions and Rewards

Punitive measures will be used as appropriate and in consultation will all parties concerned.

Students who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a Personal Tutor or member of staff of their choice
- reassuring the student

- offering continuous support
- restoring self-esteem and confidence

Students who have bullied will be helped by:

- discussing what happened
- discovering why the student became involved
- establishing the wrongdoing and need to change
- informing parents or guardians to help change the attitude of the student

The following disciplinary steps may be taken:

- official warnings to cease offending
- exclusion from certain areas of college premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

#### **Informal procedures for Staff (to be followed in all instances)**

- The behaviour of suspected victims and perpetrators should be monitored in an active and supportive way.
- Subject Teachers/ Personal Tutors/ House Parents/ a member of the welfare team should be informed and involved immediately.
- Support should be given to both the victim and the bully. This may include taking action to help raise self-esteem and feelings of self-worth, understanding how actions affect others and learning how to co-operate.

#### **Complaints from Parents**

If a complaint is received from a parent or agent that a student is being bullied, the member of staff should immediately report it to the Assistant Principal or the Principal.

#### **Monitoring, Evaluation and Review**

Within the curriculum the college will raise the awareness of the nature of bullying through sessions with Personal Tutors, Assemblies, House staff and subject areas, as appropriate, to eradicate such behaviour.

The monitoring of all incidences of bullying will be reviewed by the Assistant Principal by examining the bullying register to determine the number of incidences of bullying that have occurred in the year, to evaluate how effective an intervention programme was and what the overall outcome was.

The college will review this policy annually, and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the college.

### 6.1 Involvement of Students in Anti - Bullying Policy

Each year students will be involved in the drawing up of an 'anti-bullying Charter' which will define bullying and make clear the processes for dealing with it. This Charter will be published widely in the College.

### Covid-19 and bullying addendum

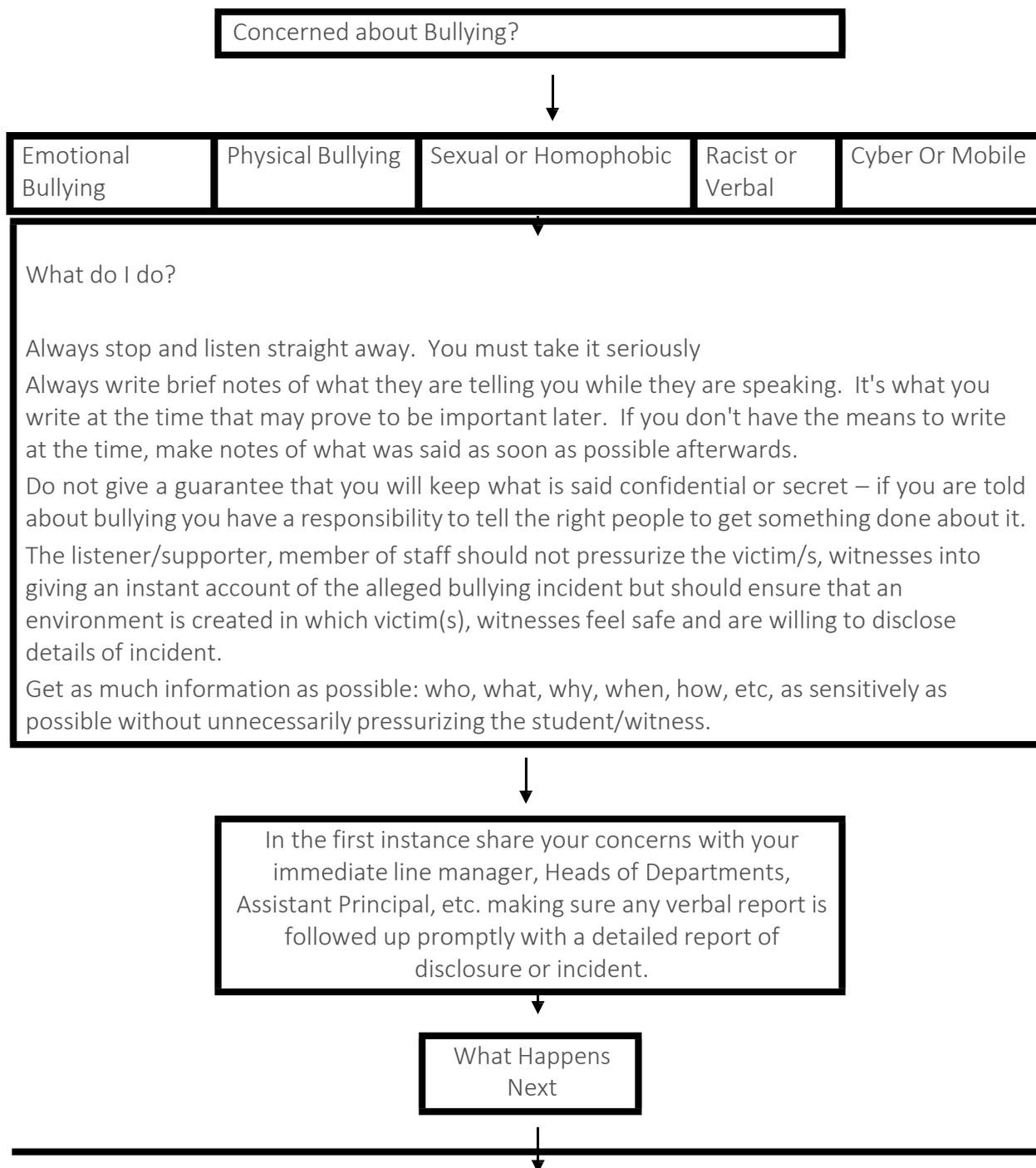
The College recognises that at this time there is an additional risk of bullying associated with Covid 19. This is particularly in relation to Chinese students, but may also include other nationalities as the situation develops. It may also relate to some students taking Covid 19 safety measures more seriously than others. Staff must be vigilant to spot any such increase in bullying and it is important that any incidents are fully investigated by the College and dealt with to minimise the upset to victims and to minimise escalation.

*This Policy has reference to guidance from the Secretary of State and 'Health and Safety. DfE advice on legal duties and powers for local authorities, Head teachers, Staff and Governing Bodies' and 'Preventing and Tackling Bullying' and DfE Guidance in July 2017.*

## Appendix 1

What to do.....

- If a student self discloses a bullying incident
- If you have concerns surrounding a student' welfare connected with bullying
- In the case of any suspected or actual bullying incident



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Immediate line manager, Heads of Departments, Team Leaders, etc should report incident to the Assistant Principal Welfare who should collate and record all details of incident in the bullying register. If the Assistant Principal is not present then to the most senior member of staff that is available. At this stage Assistant Principal will make an assessment on what intervention program to implement and who to involve, e.g., Personal Tutors, subject teachers, House Parents, parents or agents.

Further sources of information, other departmental advice and guidance

DfE Behaviour and Discipline in Schools Guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/463452/Behaviour\\_and\\_discipline\\_in\\_schools\\_guidance\\_for\\_headteachers\\_and\\_staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/463452/Behaviour_and_discipline_in_schools_guidance_for_headteachers_and_staff.pdf)

Supporting children and young people who are bullied: advice for schools

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444864/Supporting\\_bullied\\_children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullied_children.pdf)

Cyber Bullying Advice for Head teachers and School Staff

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/374850/Cyberbullying\\_Advice\\_for\\_Headteachers\\_and\\_School\\_Staff\\_121114.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)

Advice for Parents on Cyberbullying

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444865/Advice\\_for\\_parents\\_on\\_cyberbullying.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010

Power to tackle poor behaviour outside school

The Equality Act 2010

Specialist organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

Reviewed: July 2020

Next review: August 2021