

ANTI-BULLYING POLICY

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ACCESSIBILITY STATUS:	All members of Staff, governors, students, parents
RESTRICTIONS:	None
RELEVANT GOVERNORS: COMMITTEE	Student Services Personnel
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SENIOR TEAM REVIEW DATE:	October 2010
GOVERNORS REVIEW DATE:	November 2010

1. PROCESS

The process of writing and reviewing this policy should involve consultation between Students, the Principal, members of the Senior Team, Pastoral Staff, and Governors.

2. RATIONALE

At Samuel Whitbread Community College we wish to provide a safe atmosphere for all people in the College so that learning and teaching can take place in a relaxed atmosphere and a stable environment. Bullying is antisocial behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying should occur students should be able to talk to staff and know that they will be supported by the whole community and that the problem will be dealt with. When issues of bullying are addressed students are able to fully benefit from the opportunities available at the College.

BULLYING: LEGISLATIVE AND POLICY CONTEXT

The Standards & Frameworks Acts (1998) sets out the expectation that all schools are required by law to have an anti-bullying policy. Children and young people should be involved in both the drafting of an anti-bullying policy and its monitoring, by being encouraged to discuss the policy and its effectiveness (compatible with Article 12 of UN Convention of Rights of Child).

The Race Relations Amendment Act (2000) requires schools to work towards stopping racial discrimination. This includes racist bullying.

The Education Act (2002) gives schools and local authorities a legal duty to safeguard and promote the welfare of children. Guidance that shows how this duty applied, issued by the DfES, refers specifically to bullying as an issue that needs to be considered as part of keeping children safe (DfES 2004a).

Children's Act (2004) sets out the expectation that all professionals who work with children and young people are expected to work towards the five outcomes for children:

1. Be Healthy
2. **Stay Safe**
3. Enjoy and achieve
4. **Make a positive contribution**
5. Achieve economic well-being

Bullying and discrimination feature as high-level aims in two of the five ECM outcomes – 'Stay Safe' and 'Making a Positive Contribution'. Joint local authority inspections (**Joint Area Reviews**) will seek to evaluate how well children's services are meeting these aims and outcomes. The effectiveness of school (and local authority) responses to the linked issues of bullying, discrimination and harassment will naturally form a key part of any overall judgement made in respect of these two outcomes. Under the JAR there is an

additional focus – a sixth outcome on the experiences of ‘Looked After Children’.

Staying Safe

- The proportion of Looked After Children who report being affected by bullying at school or in the community

Ofsted Revised Guidance – national performance indicators for children’s services is being developed and includes measures to identify levels of bullying. Ofsted will report on how schools (Evaluating how well learners adopt safe practise) and children’s services are working to monitor and prevent bullying. Within the new SEF (Self Evaluation Form) schools will also be expected to be routinely gathering and analysing more data to inform practice and response. Children and young people are likely to be interviewed as part of the process

Safeguarding Children in Education (2004) DfES states that safeguarding children covers not only child protection but also other areas including bullying.

Working Together to Safeguard Children (at consultation stage until October 2005). Has one section covering bullying.

The Human Rights Act (2000) There are two rights, which may be of particular relevance to a bullied child who fails to receive protection from bullying:

Article 3 of the ECHR (European Convention of Human Rights) states ‘No one shall be subjected to torture or to inhuman or degrading treatment or punishment’.

Article 6 of the ECHR states: ‘Everyone has the right to respect for his private and family life, his home and his correspondence’.

In order for a claim to be brought under the HRA, 1988, the bullying would have to be extremely serious and have resulted in physical or psychiatric damage which is supported by strong medical evidence.

United Nations convention on the Rights of the Child (1989) The following articles relate to bullying:

Article 2: Non-discrimination – all the rights must be available to children whatever their race, religion, language or ability.

Article 3: A child’s best interests should always be the main consideration

Article 12: Children’s opinions should always be taken into account in matters that concern them

Article 13: You have a right to find out things and say what you think, through making art, speaking and writing, unless it breaks the rights of others

Article 19: You have a right to be protected from being hurt or badly treated

The DDA (2002) states that it is unlawful for any school to discriminate against disabled pupils (current or prospective). One example given relating to bullying is where a primary school reviews its policy on bullying to ensure that it addresses bullying linked to disability.

THE NATURE OF BULLYING

Bullying: Why bother?

- It's the law (School Standards & Framework Act, 1998 & Human Rights Act, 2000)
- It is widespread. Every school has bullying
- It causes significant upset.

Bullying is ...

- A 'systematic abuse of power' (Rigby 2002)
- DfEE definition:
 - Deliberately hurtful (including aggression)
 - Repeated often over a period of time
 - Difficult for victims to defend themselves against

Bullying: Main types:

- Physical (hitting, kicking, theft)
 - Verbal (name calling, racist / homophobic remark)
 - Indirect (spreading rumours, excluding someone from social groups)
- Of these, name-calling is the most common form.
We need to be aware of changes in nature of bullying from physical or verbal attacks to include indirect.
- Cyber Bullying – this is becoming more prevalent along with advances in ICT.

Homophobic bullying

"Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual. At its most benign it involves resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to the stereotypical standards of masculine or feminine behaviour". (Stand up for us – Challenging homophobia in schools DfES/DH)

Challenging Homophobia

- Survey of 300 secondary schools in England and Wales found 82% aware of verbal incidents. Almost all schools had anti-bullying policies but only 6% referred to homophobic bullying.
- Stand up for Us: challenging homophobia in schools in available download on: www.wiredforhealth.gov.uk

Girl Bullying: some facts

- Girls more likely to be involved in sustained bullying than boys (Ofsted 2001)

- Girls report more fear of attending school because of bullying (School Health Education unit 2000)
- Girls highlighted bullying as a major issue for them personally in a recent study of girls school experiences (Osler et al 2002)

Girl Bullying: what can we do?

- Accept indirect bullying as bullying and apply same consequences
- Treat each situation as individual – with complex situations use collaborative problem solving technique
- Consider Shared Group Approach, Circle of Friends as possible strategies.
- Increase the role of bystanders in school

Cyber bullying

- Poll of 770 11-19 year olds by NCH found 1 in 10 have felt threatened or embarrassed by pictures taken using mobile phones
- 14% experienced bullying by text message
- 5% in chatrooms
- 4% via emails
- 26% of those bullied by mobile phone did not know who was doing it.

THE EFFECTS OF BULLYING

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 school. Students must be encouraged to report bullying in schools.

Impact of bullying on young people

- 53% contemplate suicide
- 40% make at least one attempt at self harm
- 30% make at least two attempts
- In one study 22% of LGB attempted suicide
- One study showed greater reliance on alcohol and drugs
- Adults bullied at school are more likely to suffer from depression and anxiety

3. AIM

Our aim is to:

- Make Samuel Whitbread a safe, caring and friendly College.
- Ensure that the Policy covers everyone in the College.
- Create a strong ethos in the College which promotes tolerance and respect, including respect for difference and diversity.
- Establish an anti-bullying alliance by all staff and students at the College signing up to our Anti-Bullying Charter.
- Emphasise that a culture of not “telling tales” fosters bullying.
- Have positive leadership from senior staff and governors on how bullying is to be dealt with within the overall policy on attitudes and behaviour.
- Have a clear policy statement about bullying which has input from staff, governors, parents and students and which includes examples of how instances of bullying will be handled.

- Adopt a planned approach in curriculum and MPSRE programmes to the issue of bullying in a context which promotes self-esteem and confident relationships.
- Have regular training for all staff to raise and maintain awareness, to alert them to indicators which may suggest bullying, and to equip them with ways of responding to it.
- Consult periodically with students to find out what bullying occurs, when, where and by whom and take appropriate follow up action.
- Maintain awareness of Anti-Bullying issues through assemblies, Anti-Bullying week activities, Drama workshops and other activities throughout the year.
- Establish confidential and varied means for alerting the College of current instances of bullying.
- Organise efficient patrolling by staff of the College site, especially toilets, lunch queues and secluded areas, and their presence at the College gates at the beginning and end of the day.
- Establish ways of breaking down age-group stratification, for example through 'buddy' systems, extra-curricular activities, Hall, charity activities and possibly vertical tutoring.
- Have independent listeners, peer mentoring including older students and adults other than College staff (SPUNGE/Counsellor) to whom victims of bullying may turn
- Investigate techniques such as the involvement of students in procedures dealing with instances of bullying through 'circle of friends', peer mediation restoration justice and other schemes
- Take prompt and thorough investigative action of reported incidents, including contact with parents of victims and bullies in order to agree, if possible, a course of action.
- Provide follow-up action with victims of bullying and the bullies themselves. Involve external agencies where appropriate.
- Establish a system to record incidents of bullying so that analysis of patterns, whether of pupils involved, type, location or time, can inform policy and practice.

4. POLICY

- The College's aims mean that any kind of harassment is not tolerated.
- All staff and students will sign up to the Samuel Whitbread Anti-Bullying Charter as a show of total awareness and solidarity.
- Students, parents and staff need to understand what is meant by bullying and to report incidents of it.
- There are systems for students to report bullying that minimise the risk of making things worse.
- All allegations of bullying are investigated and, if confirmed, they are acted upon, with clear procedures and sanctions specified and applied consistently.
- Records of incidents and the outcomes of investigations are used to inform review and planning by staff and governors.
- The types of bullying are recorded and this information used to inform future anti-bullying initiatives.
- The means of supporting victims of bullying should include the involvement of their peers.
- There are procedures to punish and educate the bully but also to make sure that the behaviour is not repeated.
- The curriculum includes programmes that build self-esteem, self-confidence and responsible assertiveness.
- Within the curriculum the College will raise the awareness of the nature of bullying through inclusion in MPSRE, tutorial time, Anti-bullying week, assemblies Forum

theatre workshops, the PLTs programme and in subject areas, as appropriate, in an attempt to eradicate such behaviour.

- The aim of in-service training is to refresh staff understanding of how to manage behaviour generally and to detect and respond to bullying, and this training covers staff new to the College.
- The College's teaching and support staff must be alert to the signs of bullying, act promptly and firmly against it in accordance with College Policy.
- In order to deal effectively with bullying, the policy must be kept "live", communicated widely, referred to regularly (e.g. in assemblies and tutor time and in MPSRE lessons), and reviewed regularly.
- Pursuing this policy is a matter of general practice and not simply reacting to reported incidents.

DEALING WITH INCIDENTS OF BULLYING

- Staff who become aware of incidents of bullying should report the details to the tutor or the Pastoral Support Officer or the Head of Pastoral Care. In serious cases the Senior Leadership Team link must be informed.
- When dealing with incidents of a sexual or homophobic nature please refer to the appropriate Policies.
- If the incident is minor, the bully will be given a warning about the unacceptability of the behaviour and a minor punishment.
- For repeated minor incidents of bullying, parents will be informed and other disciplinary action may be taken.
- An "incident log" may be issued by the Year Teams to enable students to note down details of bullying.
- In the case of serious bullying or further repeated minor bullying more serious action may be taken. This could include isolation, formal warning, exclusion from college for a fixed period or in the extreme, permanent exclusion.
- Students who have been bullied generally need support and the building of their self-esteem. This may be dealt with by the tutor, Head of Pastoral Care or Pastoral Support Officer or member of Senior Staff.
- All incidents must be logged onto the County Behaviour Log which will then refer cases of bullying to County records.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the Tutor, Head of Pastoral care and/or Pastoral Support Officer,
- The Head of Pastoral care, Pastoral Support Officer, will interview all concerned and will record the incident – in serious cases the Senior Leadership Team link will be involved.
- Tutors will be kept informed and if it persists the tutor will advise the appropriate subject teachers.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- The incident must be logged onto the County Behavioural Log along with strategies for dealing with the perpetrator(s) and victim(s).

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice.
- Reassuring the student
- Offering continuous support
- Restoring self-esteem and confidence
- The possibility of restorative justice if appropriate

Students who have bullied will be helped by:

- Discussing what happened
- Discovering why the student became involved
- Establishing the wrong doing and need to change
- Offering multi-agency support for them as appropriate.
- Informing parents or guardians to help change the attitude of the student.

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Detention
- Exclusion from certain areas of school premises
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

5. MONITORING, EVALUATION AND REVIEW

This policy will be kept “live” with regular review as appropriate.

The College will formally review this policy every two years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the College.

6. IMPLEMENTATION AND REVIEW

- i. This policy will be made known to all staff including part-time staff, learning support assistants, newly appointed staff, peripatetic staff, students on teaching placements, parents, guardians and governors.
- ii This Policy will be made known to all students who will also be involved in its implementation and review.
- iii This policy will be taken into consideration when updating College development plans.
- iv Reference to this policy will assist in the identification of in-service training.
- v. This policy will formally be reviewed and updated biennially by governors.

7. LINKS TO OTHER POLICIES

Behaviour Management/Assertive Discipline
 Child Protection / Children In Need
 Equal Opportunities

Exclusions
Inclusions
MPSRE
Dealing with Racist incidents
Dealing with Homophobic incidents
Staff Discipline

8. AUTHOR AND DATE

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DATE: November 2008
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