

D.6 Anti-Bullying Policy

We are committed to providing a caring friendly and safe environment for all our students so that they may learn in a relaxed and secure atmosphere.

Every student in Bishopstrow College has the right to enjoy his or her learning and leisure free from intimidation, both in the College and within the wider community. Our policy is to work together to help towards the goal of making College life happy and secure for all children. Bullying of any kind is unacceptable at Bishopstrow and will not be tolerated.

In line with the Equality Duty 2011 the College will have due regard to the need to:

- Eliminate unlawful discrimination, harassment or Victimisation and any other conduct prohibited by the Equality Act 2010.
- Advance the equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

We hope to prevent bullying before it occurs by creating an ethos of good behaviour where students treat one another and staff with respect because they know that this is the right way to behave. The College will teach all students the value of respect for staff and other students and an understanding of the value of education and a clear understanding of how actions affect others. These values should be reinforced by all members of staff and should also be reinforced by prefects and captains who set a good example to the rest of the students.

Bullying is NOT an inevitable part of growing up; it DOESN'T usually sort itself out. Any bullying concerns or allegations of bullying should be reported to a member of staff. The student handbook provides information on the procedures to follow if bullying does occur.

D.6.1 Objectives:

- All staff, students and parents should be committed to preventing all forms of bullying or unacceptable behaviour.
- All staff, students and parents should have an understanding of all forms of bullying and its consequences.
- Clear procedures for reporting bullying should be understood and followed.

D.6.2 What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either emotionally or physically. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on the 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.

Some examples of bullying behaviour are:

- any physical violence such as hitting or punching

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- name calling and spreading harmful rumours
- threats to hurt someone
- excluding anyone from an activity or group work
- ignoring or not talking to someone
- laughing at someone
- taking or damaging someone's property.

Whilst ensuring a child's immediate physical safety is of primary concern, staff should be aware that emotional bullying can be more damaging than physical bullying, and any incident will be judged individually.

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 themselves physically or online.

Cyber-bullying *(See Also Manual Section D.8 E Safety)*

The increased use and development of technology has provided a new medium for bullying, which can occur both inside and outside the College. Cyber-bullying can happen at all times of day, with a potentially bigger audience, and more accessories as people forward content on at a click. In addition to threats and harassment the unauthorised publication of private information and images can also count as cyber-bullying. Students must be aware that sharing or passing on messages and/or images, even if they did not originally post them can be counted as bullying. Students will be taught through induction, PSHE and pastoral sessions how to manage their online social media profile.

Comments intended to be funny can often be misinterpreted online whereas if said face to face they could be acceptable as facial expressions, body language, tone of voice and context all help to ensure that comments are taken the right way. This is not the case online. Increasingly younger children are signing up to social network sites and may not have the maturity to handle their online identity in a safe and responsible way.

Social networking can increase existing social pressures and reinforce a sense of isolation; for instance by people purposefully not liking a young person's status update or photo so they seem unpopular, or by excluding them from group chats. Online bullying often involves a large audience and this increases the pressure

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices including mobile phones. (See also Manual Section D.13 Searching & Confiscation Policy.)

A bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. (Children Act 1989). (See also Child Protection Policy Manual Section A2)

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D.6.3 Criminal Law

Whilst bullying in itself is not a specific criminal offence in the UK some types of harassment, threatening behaviour or communications could be a criminal offence. For example under the Protection from Harassment Act 1997, Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.

If staff feel that an offence may have been committed this should be immediately reported to the Principal or Bursar who will seek assistance from the police. For example, under the Malicious Communications Act 1988 it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

D.6.4 Intervention

The College aims to create an environment that prevents bullying from being a serious problem. The College will be proactive in the prevention and intervention of bullying through a variety of methods including talking to students about issues of difference, dedicated events or projects and assemblies.

As part of the College's prevention and intervention strategies we will:

- involve students to ensure that all students understand the College's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. The College aims to create a safe environment where students can openly discuss the cause of bullying without fear of further bullying or discrimination.
- involve parents and agents to ensure that they are clear that the College does not tolerate bullying and are aware of the procedures to follow if they believe their child/student is being bullied. The College takes complaints about bullying seriously and will resolve any issue in a way that protects the child.
- apply disciplinary measures to students who bully in order to show that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students. The College will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.
- encourage staff to openly discuss the differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality.
- Regularly evaluate and update our approach to take account of developments in technology
- Use specific organisations or resources for help with particular problems. See Appendix 1

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Student

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- Provide effective staff training to help staff understand the needs of the students
- Work with the wider community such as the police and children’s services.
- Make it easy for students to report bullying so that they are assured that they will be listened to and incidents acted upon.

D.6.5 Procedures

Where students are anxious about any aspect of College life they are encouraged to voice their concerns to any of the following people:

- their friends
- the College prefects, captains or buddies
- their parents or their agent or guardian
- a member of staff, the Principal or the Directors
- the College Independent Listener
- Child line
- Children’s Commissioner

Students should feel that they can report any bullying that has occurred off the College premises including cyber-bullying.

- Staff should aim to gather intelligence about issues between students which might cause conflict. And should be recorded in the ‘Communication Log’ kept electronically on the Teaching Drive.
- When an accusation has been made a member of staff will listen to the student concerned. Any information or allegation provided by the student should be reported to the Designated Safeguarding Lead and recorded in the Welfare File.
- Staff will reassure the victim and try to stop the bullying by talking to the bully/bullies. A record of the conversation will be kept in the Welfare file.
- The bullying behaviour and threats of bullying must stop immediately. Attempts will be made to help the bully /bullies change their behaviour.
- The bully will be asked to offer an apology and, if possible, the bully and the victim will be reconciled.
- Disciplinary action may be taken against the bully.
- If necessary parents will be informed and may be asked to attend a meeting to discuss the problem.
- In serious cases of bullying the College may suspend or exclude the bully.

Please see Appendix 1 for links to specialist organisations and charities concerned with tackling and preventing bullying in schools aimed at both staff and students.

This policy has been updated in line with current DfE guidance: *‘Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies.’* 2013 and *‘Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies.’* 2014.

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Appendix 1

The Anti-Bullying Alliance (ABA): <http://www.anti-bullyingalliance.org.uk/>

Founded by the NSPCC and the National Children’s Bureau, the website brings together over 100 organisations in to one network to develop and share good practice across the whole range of bullying issues.

Kidscape: <http://www.kidscape.org.uk/>

Charity focussing on preventing bullying and to promote Child Protection. Advice for young people, parents and professionals about the 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 <http://diana-award.org.uk/>

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 <https://www.bullyinginterventiongroup.co.uk/>

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

Restorative Justice Council <http://www.restorativejustice.org.uk/>

Includes best practice guidance for practitioners 2011.

Cyber-bullying:

UK Safer Internet Centre: <http://www.saferinternet.org.uk/advice-centre/parents-and-carers/safety-tools-social-networks-and-other-online-services>

Childnet International: <http://www.childnet.com/>

Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Think U know <https://www.thinkuknow.co.uk/>

Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

Digizen <http://www.digizen.org/>

Provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177099/DFE-00004-2012.pdf

The UK Council for Child Internet Safety (UKCCIS)

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LBGT:

EACH(Educational Action Challenging Homophobia)

<http://www.eachaction.org.uk/>

A training agency seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: <http://www.schools-out.org.uk/>

Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: <http://www.stonewall.org.uk/>

An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources from schools, and specialist training for teachers.

SEN/D

Mencap: <http://www.mencap.org.uk/>

Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces <https://www.changingfaces.org.uk/Home>

Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities

http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism

Show Racism the Red Card <http://www.srtrc.org/>

Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick it Out <http://www.kickitout.org/>

Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust <http://www.annefrank.org.uk/>

Runs a school project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination and cultural diversity.

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