D.6 Anti-Bullying Policy

Aims and Objectives:

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 College and will not be tolerated.

In line with the Public Sector 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.

The College will teach all students the value of respect for others and a clear understanding of how actions affect others. These values will be reinforced by all members of staff and should also be reinforced by senior students who set a good example to the others.

The College expects:

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

Bullying is NOT an inevitable part of growing up; it DOESN'T usually sort itself out.

This policy applies both on and off the College site and outside school hours.

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, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Single instances of unacceptable behaviour are not overlooked, but are dealt with and recorded as part of the College's *Behaviour Policy (Manual Section D.4)*.

The seriousness of bullying, both physical and emotional (which may cause psychological damage) and bullying on the basis of protected characteristics is taken particularly seriously.

Detecting bullying

Changes in behaviour that may indicate that a student is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Books, bags and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g. giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the boarding team with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers.

Racism

Examples of racism that we need to be alert to include:

- Verbal abuse by name-calling, racist jokes and offensive mimicry
- Physical threats or attacks
- Wearing of provocative badges or insignia
- Bringing racist leaflets, comics or magazines into school
- Inciting others to behave in a racist way
- Racist graffiti or other written insults, even against food, music, dress or customs
- Refusing to cooperate in work or in play

Sexual bullying

Sexual bullying can have the following characteristics:

- Sexual innuendoes and propositions
- Abusive name-calling
- Looks and comments about appearance, attractiveness (e.g. emerging puberty)
- Pornographic material, graffiti with sexual content
- In its most extreme form, sexual assault or rape

Homophobia

We should be alert to sexual bullying based around sexual orientation, whether or not the person being bullied is gay, lesbian or bisexual. Generally Homophobic bullying looks like other sorts of bullying, but in particular it can include:

- Verbal abuse - including spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay'-e.g. 'those trainers are so gay!'
- Physical abuse – including hitting, punching, kicking, sexual assault, and threatening behaviour.
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

Section D.5	Page 2 of 8	Version: November 05
Updated	SN	February 2021
Review	MDC	August 2023
Next Review Due		August 2025

Special educational needs and disability
We should be alert to the fact that students with special educational needs or disabilities are often at greater risk of being bullied than other students on the basis of their educational difficulties or disability

Cyber-bullying
The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Forms of Cyberbullying
Cyberbullying may take different forms:
- Threats and intimidation via electronic means
- Harassment or 'cyberstalking'
- Sexting
- Vilification/defamation
- Setting up website pages to invite others to post derogatory comment about a student
- The sending of insulting and vicious text messages
- Exclusion or peer rejection
- Impersonation
- Unauthorised publication of private information or images (including 'happy slapping')
- The posting of fake and/or obscene photographs of the victim on a social networking site
- Hacking into social networking sites and removing and circulating material which may embarrassing or personal
- Manipulation
- "Chatting" on line e.g. through Social Network/Gaming Site etc.

Peer-on peer abuse
Peer-on-peer abuse is abuse by one or more students against another student. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh" or "boys being boys". Please refer to *Manual Section A.1 Safeguarding & Child Protection Policy* for further details on peer-on-peer abuse and the management of allegations.

Prevention
The College will be proactive in the prevention and the early intervention of bullying through a variety of methods, but primarily through the College's PSHEE programme, which includes talking to students about issues of difference, dedicated events or projects and assemblies.

The Five Virtues of Bishopstrow College emphasise behaviour which is the anthesis of bullying and this helps create an ethos where bullying is less likely to arise, and where its occurrence is more likely to be noticed and responded to.

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

- involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- involve students. 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.
- regularly evaluate and update their approach to take account of developments in technology.
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- use specific organisations or resources with specialised skills to understand the needs of their pupils, including those with special educational needs or disabilities, and lesbian, gay, bisexual and transgender (LGBT) pupils.
- provide effective staff training, including understanding the principles and purpose of the College's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.
- work with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- make it easy for students to report bullying so that they are assured that they will be listened to and incidents acted on. Students should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- create an inclusive environment.

Procedures for reporting and responding to bullying incidents

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 Heads of House
- a member of College staff
- their parents, their agent or their guardian
- the College Independent Listener
- Child Line
- Children's Commissioner

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

- Staff should aim to gather intelligence about issues between students which might cause conflict, and record this on Engage.
- When an accusation has been made a member of staff will listen to the student concerned.
- When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern

under the Children Act 1989. Information or allegation provided by the student should be reported to the Designated Safeguarding Lead according to College safeguarding Procedures.

- 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 Engage.
- 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.
- External support may be given to students. Even where safeguarding is not considered to be an issue, the College may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.
- The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Principal, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.(See also *Manual Section D.13 Searching & Confiscation Policy.)*

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.

Support for students who are bullied
The College recognises its responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the student well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).

Criminal Law
Whilst bullying in itself is not a specific criminal offence in the UK some types of harassment, threating 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. 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 an known or believed to be false by the sender.

This policy has been updated in line with current DfE guidance: *'Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies'* 2017.

Section D.5	Page 5 of 8	Version: November 05
Updated	SN	February 2021
Review	MDC	August 2023
Next Review Due		August 2025

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 www.bullyinginterventiongroup.org
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:

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.

Internet Matters: https://www.internetmatters.org/
Provides help to keep children safe in the digital world

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.

Barnardos: https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ
Through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

Proud Trust: https://www.theproudtrust.org/
helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources

Mental Health

MindEd: https://www.minded.org.uk/
Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied

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.

Tell MAMA: https://tellmamauk.org/
Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Section D.5	Page 7 of 8	Version: November 05
Updated	SN	February 2021
Review	MDC	August 2023
Next Review Due		August 2025

Anti-Muslim Hatred Working Group: https://www.gov.uk/government/groups/anti-muslim-hatred-working-group
Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Educate Against Hate: https://educateagainsthate.com/ provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): https://www.endviolenceagainstwomen.org.uk/
This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: https://www.gov.uk/government/publications/disrespect-nobody-campaign-posters
a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related
advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.