



SHUTTLEWORTH COLLEGE

Anti-Bullying Policy

Status :
Date of next revision :
Reviewed and monitored by:
Approved by :

Statutory
April 2019
Sally Sagar
Full Governing Body

Signed by
Simon Davies

A handwritten signature in black ink, appearing to read 'Simon', is positioned above the printed name 'Simon Davies'.

Chair of Governing Body

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, March 2014 and it is recommended that schools read this guidance:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

1) Objectives of this Policy

This policy outlines what Shuttleworth College will do to prevent and tackle bullying.

2) Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students are actively encouraged to foster positive relationships with each other.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold college motto of ‘Think Big, Chase Dreams, Succeed Together’.

3) Definitions of bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, March 2014)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

A research review for the NSPCC produced a useful definition for the five essential components of bullying:

1. there is an intention to harm e.g. a person teasing another with the intention of deliberately upsetting them
2. there is a harmful outcome: a person or persons are hurt emotionally or physically
3. the act can be direct or indirect e.g. it could involve direct aggression such as kicking someone or it could be an indirect act such as spreading rumours via Facebook
4. there is usually repetition from the perpetrator. However, for vulnerable students in the school community, who may experience bullying, the repetition may be the repeat of the act by several individuals or groups of people
5. there is unequal power. A person or several persons who are (perceived as) more powerful due to, for example, their age or physical strength or size will abuse their power by bullying.

Bullying behaviour can be direct or indirect, simple or complex.

Direct bullying includes physical threats, verbal insults or taunts and directly contacting a person with obscene or insulting messages by using for example, a mobile phone.

Indirect bullying includes persistently ignoring a student so that they feel socially isolated, spreading malicious rumours, or insults, often via social network sites on the Internet, or writing offense graffiti.

Cyber-bullying uses technology to harm a person, group of people or a relationship and can happen both inside and outside of school at any time day or night.

Bullying differs from 'friendship fall-out', or other aggressive behaviour:

"If two children or young people of about the same strength have the odd fight or quarrel. It is not bullying." (Olweus 1999)

Where there is bullying:

- there is normally a power imbalance so that the victim does not feel able to defend him/herself
- it is usually persistent but could be an isolated incident
- it might relate to racism, homophobia, sexism, ageism
- it might relate to a disability or a special educational need (SEND). In these examples, victims may not be aware that they are being bullied
- there is normally an intention to cause harm, although there may be instances when there is a lack of awareness that the actions are harmful.

All bullying issues, whatever their nature, will be treated with equal importance and the response will be based upon the guidelines within the additional content in the policy.

4) Signs and Symptoms

A victim may indicate by **signs** or behaviour that he or she is being bullied. These may include:

- reluctance to attend school
- unwillingness to travel on the school bus/public transport
- truancy from specific lessons
- damage to clothing or possessions
- 'losing' more items than usual
- Unexplained bruises/swelling
- Deterioration of school work/academic performance
- Being afraid to use the Internet
- Becoming jittery about receiving text messages
- Unkempt uniform
- Bullying towards siblings
- Taking money without permission

Symptoms

- loss of appetite
- headaches
- stomach aches
- stammering
- sudden changes in behaviour
- lack of confidence
- signs of depression
- nervous/edginess
- difficulty in concentration
- lack of motivation to complete work

5) Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school anti-bullying policy guidelines in the additional content (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

6) Involvement of students

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all students know how to express worries and anxieties about bullying.
- Ensure that all students are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to students who have been bullied and to those who are bullying in order to address the problems they have.

7) Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

8) Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints Policy
- Whole-School Policy on Child Protection

9) Links to legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997

- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

10) Responsibilities

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Leadership Team, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Students to abide by the policy.

The named Governor with lead responsibility for this policy is: Mrs. Marie Shaw

The named member of staff with lead responsibility for this policy is: Mrs. Sally Sagar

11) Monitoring & review, policy into practice

This policy was approved by the Governing Body on: April 2018

This policy will be monitored and reviewed on: April 2019

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srtrc.org/educational

Additional Content

Dealing with Incidents

The following steps should be taken when dealing with incidents:

- Students will be regularly informed of ways to report bullying via assembly and Form Tutor notices – these are: a ‘Bully box’ in the library, form tutor, Pastoral Leader, Student Council representatives and Prefects
- If bullying is suspected or reported, a brief summary of the incident should be emailed to the appropriate Pastoral Leader
- The Pastoral Leader will interview all concerned
- A clear and precise account of the incident will be recorded by the Pastoral Leader on the ‘Resolution Log’; these must be shared with the SLT line manager during weekly line management meetings. A note must be added to the behaviour log of the students who bullied as well as the victim on SIMS
- Teachers/Form Tutors will be kept informed via email by the Pastoral Leader
- When responding to cyber bullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Parents/carers will be kept informed by the Pastoral Leader
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted

Supporting Pupils

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their Pastoral Leader or a member of staff from the Learning Support Centre
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate
- Reassuring the Student and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Students who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider

- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with a member of the Senior Leadership Team
- Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

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