

## Whole-School Policy on Anti-Bullying

ACADEMIC YEAR 2016 -2017

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Record of Alterations

New policy

## General Policy Statement

Our core belief of “Valuing People, Supporting Personal Best” means we believe everybody has the right to feel safe and confident in our school community. Therefore, we aim to provide a safe, secure, caring environment where everyone is valued and respected equally. Shelley College will promote tolerance, respect and understanding through the curriculum, skills for life lessons and the assembly programme. When we have instances of bullying they will be investigated and acted on robustly. Students that have been identified as bullies will face negative consequences and will follow an education programme in an attempt to change future behaviour. On occasion parents/carers, the police or other outside agencies may be informed to support the young person(s) involved.

Teachers have the power to discipline students for misbehaving outside the school premises “to such an extent as is reasonable.” This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. (DfE Guidance 2014) At Shelley College we subscribe to this philosophy and will deal with bullying wherever it has occurred.

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### Section one: 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 particular groups, for example on grounds of race, religion or belief, gender, gender reassignment, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

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.

### **What we expect:**

- all staff, governors, parents and students to have an understanding of bullying;
- bullying is not to be tolerated;
- For all individuals to recognise; that bullying takes different forms (e.g. homophobic, transphobic, racist, faith targeted, disablist);
- all incidents to be taken seriously;
- that bullying is monitored;
- clear procedures are in place for discouraging and preventing bullying
- all bullying will be dealt with and a record will be kept including what has taken place and action taken.

### **Section two: Guidance for Shelley College staff**

#### **Discouraging, preventing and responding to bullying.**

We have five guiding values which we use to remind ourselves of how we want all of us to act at all times:

Consideration	-We treat everybody as we would wish to be treated
Communication	-We listen, explain and check understanding
Commitment	-We keep trying until we have given our absolute best
Collaboration	-We help people work together effectively
Celebration	-We build confidence by recognising contributions and efforts.

The college believes that all children and adults in our community should have the right to; be valued (consideration), achieve their Personal Best and be safe at Shelley College. To achieve these goals all members of the College have a responsibility to follow the 5C's and support others to achieve their Personal Best.

We will promote positive attitudes to **all people** but will pay specific attention to the protected characteristics as defined in the Equalities Act 2010 (age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation)

**Implicit in all we do is that bullying is wrong.**

#### **Implementation / strategies for preventing bullying**

All staff to be aware and watch for bullying. We have to recognise that some of our students are not able to express when they are being bullied and we have to be extra vigilant.

- Students to be encouraged to report bullying if they are able;
- All incidents should be dealt with by the member of staff recognising the behaviour and it should be reported to a member of the pastoral team as soon as possible;
- Discussions will take place with both the bully and the victim to ascertain the facts;

- Both the bully and the victim will be involved in the decisions as to the negative consequences and the next steps;
- Negative consequences will be implemented for individual students who are bullying and parents of the victim and the bully(ies) will be informed and asked to support the school. The victim will also be offered support and provided with a range of strategies to help them (e.g. look at ways of boosting self-confidence and esteem);
- Follow up meetings will be arranged at least once (within the following week) to check on the victim and the bully(ies);
- Staff will be kept informed about incidents and the action taken either through SIMS, weekly commitment to learning bulletin or via email;
- All bullying incidents will be recorded in SIMS and within the student's file.

As well as the level of vigilance described, a range of strategies will be used to try to prevent bullying. These will include:

- informing parents about the school policy and encouraging them to discuss bullying with their children;
- discussing bullying with students including specific opportunities in the curriculum, skills for life and in assemblies;
- separate regular meetings with targeted groups to discuss behaviour;
- providing appropriate levels of staffing and break and lunchtimes;
- All members of school being vigilant and create a 'telling' culture;
- Classroom and around school expectations re-established at least annually with all classes and prominently displayed in all areas of the school.

### **Breaks and lunchtimes**

All staff are made aware of school policies on behaviour management and anti-bullying strategies.

All breaks are adequately supervised and all students monitored at all times.

### **Parental/Carers involvement**

**Parents/Carers are encouraged to raise concerns with school and all concerns are followed up.**

Where a child/pupil is bullying others, parents will be informed (including the nature of negative consequences being imposed). Should a student be excluded parents must bring son/daughter back into school for a reintegration interview. The interview will focus on causes of bullying and include possible actions to tackle these as part of any programme, which is established to modify the child's behaviour. Where a child has bullied or is being bullied and parents are involved there will be a focus on supporting the child and family and looking at ways of preventing the bullying, encouraging the pupil to report concerns and to look at ways of boosting self-confidence and esteem.

## Section three: Guidance for Students' at Shelley College

### Support for Shelley Students - What You Can Do

#### Follow the 5C's:

Consideration	<b>Treat everybody as we would wish to be treated</b>
Communication	<b>We listen, explain and check understanding.</b> Stop and think before you say or do something that could hurt someone.
Commitment	<b>We keep trying until we have given our absolute best</b> That means committing to be the best person you can be.
Collaboration	<b>We help people work together effectively</b> Stop and think before you say or do something that could hurt someone.
Celebration	<b>We build confidence by recognising contributions and efforts</b> This can include recognising that everyone is different, use this as something to celebrate.

#### Remember:

- Talk to an adult you trust. They can help you find ways to be nicer to others.
- If you think you have bullied someone in the past, apologise. Everyone feels better.

#### There are things you can do if you are being bullied:

**All bullying should be reported.** In school you can report bullying by speaking to your form tutor, student manager or any adult that you feel you could speak to. You can also report bullying by sending an email to your student manager or placing a note in the library comments box. We also welcome parent/carers contacting school.

#### Support for dealing with bullying:

- Look at the person bullying you and tell him or her to stop in a calm, clear voice. You can also try to laugh it off. This works best if joking is easy for you. It could catch the person bullying you off guard.
- If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.

#### There are things you can do to stay safe in the future:

- Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.
- Stay away from places where bullying happens.
- Stay near adults and other kids. Most bullying happens when adults aren't around.

If you report a bullying issue within school we will always take this seriously. Your student manager will investigate the issue and then work with you to deal with the situation. Ways in which we might support you include;

- speaking to the bully;
- speaking to the bullies parents/carers;

- having a supported meeting with the bully;
- providing an educational programme for the bully;
- providing support and guidance for how you can feel safe and deal with bullies in the future;
- Negative consequences such as detention, exclusion etc.

All situations will be dealt with and recorded. We always take into consideration the views of the victim when making decisions about the best course of action.

### **Protect Yourself from Cyberbullying**

- Bullying does not always happen in person. Cyberbullying is a type of bullying that happens online or through text messages or emails. There are things you can do to protect yourself.
- Always think about what you post. You never know what someone will forward. Being kind to others online will help to keep you safe. Do not share anything that could hurt or embarrass anyone.
- Keep your password a secret from other people. Even people that seem like friends could give your password away or use it in ways you don't want. Let your parents have your passwords.
- Think about who sees what you post online. Complete strangers? Friends? Friends of friends? Privacy settings let you control who sees what.
- Keep your parents in the loop. Tell them what you're doing online and who you're doing it with. Let them friend or follow you. Listen to what they have to say about what is and isn't okay to do. They care about you and want you to be safe.
- Talk to an adult you trust about any messages you get or things you see online that make you upset or scared. If it is cyberbullying, report it. [www.ceop.police.uk](http://www.ceop.police.uk).

### **Stand Up for Others**

- When you see bullying, there are safe things you can do to make it stop.
- Talk to a parent/carer, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.
- Be kind to the person being bullied. Show them that you care by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they aren't alone.
- Not saying anything could make it worse for everyone. The person who is bullying will think it is ok to keep treating others that way

### **Get Involved**

- You can be a leader in preventing bullying in our school.
- Find out more about where and when bullying happens at Shelley College. Think about what could help. Then, share your ideas with the student leadership team or a member of staff.
- Write a blog, letter to the editor of your local newspaper, or tweet about bullying.

### **Online Resources to help**

<http://www.pacerteensagainstbullying.org/tab/experiencing-bullying/reasons-teens-dont-tell/>

## **Section four: Guidance for Parents'/Carers' of students at Shelley College**

### **How will we support you and your son/daughter:**

- If you have any concerns about your son/daughter being bullied/or is being a bully at school please contact us as soon as possible. Your son/daughter's Student Manager, who can be reached via email or telephone, is the best person to get in touch with. We will support you and your child and help to resolve the issue.
- The student leadership team discuss bullying regularly and all ideas to educate, support and reduce bullying issues are welcome.
- We publicise to students where they can get help on the display boards around school, in the planner and during assemblies / skills for life.

### **Advice**

- It is always a good idea to monitor your son/daughter's social media interactions.
- Talk to your son/daughter about bullying and the way people treat each other.
- Discuss ways of dealing with difficult situation and signpost them to where they can get help e.g. teachers, websites etc.

### **How to keep your child safe online**

#### **You should:**

- Talk to your child about who they are talking to online. Encourage them to think before talking to people they don't know.
- Try to understand and guide your child's online behaviour - negotiate and establish boundaries and discuss sensitively the issues around the concept of 'friends'.
- Familiarise yourself with the social networking sites.
- Make sure your child knows how to block someone online and how to implement security settings.
- If you discover misconduct between your child and someone online stay calm, investigate the facts and seek help. If someone has acted inappropriately towards your child, or someone they know (such as sexual chat, or asking them to meet up) contact the Child Exploitation and Online Protection Centre (CEOP) [www.ceop.police.uk](http://www.ceop.police.uk).

### **Signs that may indicate a child is being bullied:**

#### **Includes:**

- becoming shy or withdrawn;
- refusing to go to school, youth club or any other activity;
- doing less well at their schoolwork;
- changes in their mood – becoming depressed, angry, unhappy;
- changes in their behaviour, for example wetting the bed;

- showing aggression at home with siblings and other family;
- feeling anxious;
- changes in sleeping and eating habits;
- changes in friendships/friendship groups;
- getting more headaches, stomach aches and other minor illnesses;
- changes in behaviour/routines.

### **Signs that may indicate a child is being cyberbullied**

#### **Includes:**

- suddenly stopping using technology or particular sites/apps/games;
- being nervous or jumpy around technology, for example, when a mobile receives a message;
- spending excessive amounts of time on devices connected to the internet;
- hiding internet usage, using internet connected devices secretly, deliberately keeping out of sight when connected online;
- displaying anxiety when kept away from devices connected to the internet.

*Taken from Anti-bullying Alliance*

### **My child is bullying others**

Although it can be hard to accept, we must accept that

- As children grow up, you stop knowing everything about them. They start to develop a private life, and keep their own secrets;
- Children rarely behave exactly the same among family as they do at school or with friends;
- Children can deliberately mislead.

There will of course be cases when a child is unjustly accused, but an in-depth investigation with the school will always bring this to light.

### **Signs to look out for**

#### **Children who are most likely to bully may:**

- often feel the need to be in charge;
- find it difficult to cooperate with adults or other children;
- be insulting about other people's appearances and backgrounds;
- use discriminatory words around racism, homophobia or sexism in a casual manner;
- be amused by other people's distress;
- not accept responsibly for their actions;
- be a good manipulator;
- have friends who are known to bully others.

We offer an open door policy to support students and provide advice. Student Managers are available before school and at break or lunchtimes. Students are also encouraged to send an email to their Student Manager or a member of staff they feel comfortable with if they do not feel comfortable discussing the issue face to face.

We monitor and record all bullying incidents and take swift action to make Shelley College a safe place for all our students and staff.

### Useful websites/help for Parents

[www.internetmatters.org](http://www.internetmatters.org)

<http://www.staffordshirecares.info/pages/my-family/family-safety/bullying/step-up/step-up-to-online-safety.aspx>

Kidscape - Anti-bullying advice for concerned parents

Call 020 7823 5430 (Mon-Tues, 10am-5pm)

<https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/parent-advice-line/>

### Appendices

#### Appendix 1

##### Specialist organisations

- **The Anti-Bullying Alliance (ABA):** <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector>
- **Kidscape:** [www.kidscape.org.uk](http://www.kidscape.org.uk)
- **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.

#### Appendix 2

##### Useful Resources:

##### Cyber-bullying

- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves
- Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.
- Digizen: provides online safety information for educators, parents, carers and young people.
- Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

### **LGBT (Lesbian, Gay, Bi-sexual and Transgender)**

- EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.
- Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.
- Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### **SEND (Special Educational Needs and Disabilities)**

- Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.
- Changing Faces: Provide online resources and training to schools on bullying because of physical difference.
- Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.
- Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

### **Racism**

- Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.
- Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.
- Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.