



## ANTI BULLYING POLICY - ACADEMIC YEAR 2017-18

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Record of Alterations

Version 1.0 Original Version

Sdrive: School Policies

## POLICY

At Shelley College we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. Shelley College will endeavour to deal with bullying in a proactive manner by promoting 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, the police or other outside agencies may be informed to support the young person(s) that have been involved.

## PROCEDURE

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. Negative consequences linked to Bullying incidents and behaviours relate directly to B4-B7 consequences in the Commitment to Learning programme, which underpins our Behaviour Policy.

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

The college believes that all children and adults in our community should have the right to:

- be valued
- learn
- be safe

and that these rights lead to all members of the community having responsibilities, which are:

- to value others
- to allow others to learn
- to help keep others free from harm

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.**

### **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 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

#### **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.

## **Appendices**

### **Appendix 1**

#### **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

### **Useful websites 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>

### **Appendix 2**

#### **Specialist organisations**

- The Anti-Bullying Alliance (ABA):

<http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector>

- Kidscape:
- 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 3**

#### **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**

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**

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.