

IVYBRIDGE COMMUNITY COLLEGE

ANTI-BULLYING POLICY

Governor responsible:	Michael Saltern, Chair of Governors
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This policy will be reviewed annually by the College Governing Board: September 2019	

Mission Statement

"Ivybridge Community College aims to provide an integrated, comprehensive curriculum in an environment where the whole learning experience is one of opportunity, endeavour, achievement and excellence."

Definition

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, 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.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

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.

(DfE publication July 2017, Preventing and Tackling Bullying: Case Studies)

This definition is shared and accepted by all members of the College.

Bullying may be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focusing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing

NB this is not an exhaustive list

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Rationale

The Children Act and UNESCO Articles of Human Rights Declarations make it clear that every student has the **right to feel secure**.

The single, most important thing a school can do to prevent bullying is to have a clear Policy to which staff, students and parents are committed and which they act upon.

Bullying is not tolerated at Ivybridge Community College and students, staff and parents are made aware of this through a variety of strategies and our Sanctions Chart clearly outlines consequences of such behaviours.

The College Code of Conduct outlines expectations for all members of the College Community and encourages students to 'be tolerant and have respect and consideration for others'.

Objectives of this Policy

- All governors, staff, students and parents/carers should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All students and parents/carers should know what they should do if bullying arises.
- As a school we take bullying seriously. Students and parents/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Signs and Symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from College
- does not want to go on the College/public bus
- begs to be driven to College
- changes their usual routine
- is unwilling to go to College (school phobic)
- begins truanting
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in College work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)

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- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

Guidelines/approaches taken to support the Anti-bullying Policy

Dealing with incidents of bullying:

In dealing with incidents of bullying teachers need to take care we are not 'bullying the bullied.' The way in which a difficult incident is handled will, of itself, model for the students the kinds of behaviour which are acceptable.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

1. It is important that we treat the individuals concerned in the best possible way. It is important to talk problems through and the College should continue to foster support for colleagues, whether tutor, classroom teacher, Head of Department, Head of Year, Assistant or Deputy Principal, when dealing with students, parents and other agencies.
2. Teachers should consider :
 - the greeting of students and the conclusion of sessions;
 - the use of positive reinforcement and rewards to ensure a constructive learning environment for all;
 - the way in which the purpose and expectations of the lesson are clarified to encompass all learners;
 - the quality and means of the evaluation of what each child achieves, including marking and feedback;
 - techniques for handling disruption and the degree to which these are consistent with codes of conduct;
 - referrals to appropriate member of staff;
 - the setting up of the classroom and the models of work quality which are conveyed.

Suspected incidents of bullying should always be pursued in line with the College Sanctions Chart.

Where bullying incidents do occur then it is important that an accurate record be kept by the member of staff dealing with the incident (notifying the Head of Year) and/or the Head of Year detailing names, dates and location of the incident via CPOMS. The procedures themselves, as well as the sanctions involved, should be clear to all and in a language that all can comprehend.

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3. Bullying is addressed across the College in a number of ways:

- (a) Through primary liaison within Year 6 when the Assistant Principal and Head of Year will visit every partner school within the Ivybridge Learning Community.
- (b) The tutorial programme throughout Key Stage 3 and 4 will include the topic of Bullying as part of the National Curriculum's cross curricular themes of PSHE and Equal Opportunities. Posters offering advice to students are displayed in tutorial bases and useful contact names and numbers are also suggested in the Student Planner.

Students who have been bullied are supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff with whom they are comfortable to speak;
- Being reassured;
- Being offered continuous support;
- Being assisted to have their self-esteem and confidence restored;
- The opportunity of referral to support services as appropriate;

Actions taken could also include:

- Discovering why the student became involved;
- Establishing wrong doing and need for change as appropriate;
- Informing parents or carers to help change the attitude of the student.

(c) Year 7 students receive advice on how to deal with bullying during their induction to the College and are helped with the transition process by the Year 11 Mentors who are allocated to their tutor group. The College Website has a 'Whisper' button of which students are made aware and know to use with regard any concerns they may have.

(d) Over 100 students were involved in creating a Sanctions Chart which is displayed throughout the College and in Student Planners. This is now under constant review by the whole College community. This clearly highlights that bullying is unacceptable from a student's viewpoint. The Sanctions Chart will provide a focus for discussion and review with students and tutors.

When dealing with bullying, the following disciplinary steps can be taken:

- Official warnings to cease offending;
- Detention;
- Exclusion from certain areas of school premises;
- Isolation
- Fixed term exclusion;
- Permanent exclusion.

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The Anti-Bullying Policy is also reviewed by the College Council annually when plans are made to celebrate Anti-bullying Week.

- (e) Discussion around bullying features in many areas of our curriculum for instance, drama students across Key Stage 3, 4 and 5 have the opportunity to explore the theme of bullying and will deliver assemblies to all Year groups during Anti-Bullying week each November.

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

(DfE publication July 2017, Preventing and Tackling Bullying)

- (f) 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.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

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.

For more information on how to respond to cyber-bullying and how students can keep themselves safe, please refer to the Childnet International link under 'further resources'.

(DfE publication July 2017, Preventing and Tackling Bullying)

- (g) The theme of bullying in all its' forms is regularly referred to during assemblies and tutorial sessions.
- (h) All staff involved directly with students receive appropriate training on how to deal with bullying.

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- (i) The College has forged strong links with various multi-agency groups and makes referral to external agencies as appropriate. The Attendance, Student Welfare and Education Welfare Officers have a critical role to play in this area.
- (j) The College regularly updates it's 'Acceptable Use Policy' to take account of developments in technology (see also Electronic Device Policy).
- (k) The College regularly celebrates success on displays, in classrooms, in the corridors, on the field, in assemblies, in tutor etc. There are regular acknowledgements of the success of others which are supported positively by the student and staff bodies.

References

Preventing and Tackling Bullying DFE 2017.

Websites

Other Department for Education advice and guidance:

Cyberbullying: advice for headteachers and school staff

Advice for parents and carers on cyberbullying

DfE Behaviour and Discipline in Schools Guidance

Supporting children and young people who are bullied: advice for schools

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Web links:

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
6. The Government's former expert adviser on behaviour, Charlie Taylor, has produced a checklist on the basics of classroom management. Teachers can use it to develop between five and ten essential actions to encourage good behaviour in students. <https://www.gov.uk/government/publications/good-behaviour-in-schools-checklist-for-teachers>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2011

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School Information (England) Regulations 2008

Equality Act 2010

The Education (Independent School Standards) (Amended) (England) Regulations 2014

Education Act 2011

Schools (Specification and Disposal of Articles) Regulations 2012

The School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012

Power to tackle poor behaviour outside school

The Anti-Bullying Alliance (ABA): Founded in 2002 by the NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here <http://www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/>.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about 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.

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.

LGBT

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

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

Cyberbullying and children and young people with special educational needs 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.

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Racism

Racism Show Racism the Red Card: Provide resources and workshop.

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