

IVYBRIDGE COMMUNITY COLLEGE

ANTI-BULLYING POLICY

Senior member of staff responsible for this Policy: Charlotte Hanton

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This policy will be reviewed annually by the College	Next review September 2024

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)

Bullying may be the following repeated:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Sexual** unwanted physical contact, unwanted sexualised comments or sexually abusive comments
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Online** through the mechanisms of messaging and social media platforms.

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- **Discrimination against protected characteristics, which can include hate incidents and hate crimes** (age, disability, gender reassignment, race, religion or belief, sex and sexual orientation):
 - A **hate incident** is any hostile incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender
 - It becomes a **hate crime** if a hate incident amounts to a criminal offence i.e. physical violence/assault, harassment, criminal damage, obscene/offensive calls, texts, emails etc.
 - Discrimination against a protected characteristic, for example **racist bullying** can include racial names, taunts, graffiti, gestures, being treated differently, social exclusion, racist jokes, stereotyping and assumptions being based upon race or culture (ref: Childline, 2022)
 - Discrimination against a protected characteristic, for example **homophobic or transphobic** because of, or focusing on, the issue of sexuality and/or gender, can include names, taunts, language, rumour-mongering, stereotyping, social exclusion, threat of being exposed or 'outed' and inappropriate sexual gestures and comments (ref: NatCen Social Research for Government Equalities Office, supported by DfE, 2016)

NB: this is not an exhaustive list

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, parents/carers are made aware of this through a variety of strategies and the parent and carer handbook 'Standards and Expectations' contains our consequences chart that clearly outlines consequences of such behaviours. It also outlines expectations for all members of the College Community. In our PACE expectations it is explicit that 'respect others' is expected.

- All staff, students and parents/carers should have an understanding of what bullying is
- All staff should know what the College 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 College 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

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- 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)
- 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

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, College Director, Assistant or Deputy Principal, when dealing with students, parents/ carers and other agencies.
2. Teachers should consider:
 - The greeting of students on their thresholds and the conclusion of sessions
 - The use of positive reinforcement and praise 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 the College PACE Strategy and consequences system;
 - Referrals to appropriate members 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 Consequences System
 - 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 Pastoral Leader and/or College Director 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
3. Bullying is addressed across the College in a number of ways:
 - (a) Through primary liaison within Year 6 when the Pastoral Transition Team will visit every partner school within the Ivybridge Learning Community.

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- (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 CPSHE 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 Kite Planner.

The College's Equality and Diversity Lead is involved with the planning of curriculum resources and will be involved following an incident of bullying or discrimination against a protected characteristic.

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 continued pastoral support
- The opportunity of referral to support services as appropriate

Actions taken could include:

- Restorative meetings and work booklets
- Discovering what led to the student becoming involved
- Establishing wrong doing and need for change as appropriate
- Informing parents/carers to help change the attitude of the bullying 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 10 Mentors who are allocated to their Tutor Group.

In Drama, all Year 7 students complete a unit of study on Anti-Bullying in Autumn Term 2.

The College Website has a button of which students are made aware and know to use with regard any concerns they may have. There are also QR codes on posters around the College including in Tutor bases that allow for the discrete reporting of bullying.

- (d) The Consequences Chart is displayed throughout the College and in Student Kite Planner. It is under constant review by the whole College community. This clearly highlights that bullying is unacceptable from a student's viewpoint. The Consequences 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
- Supervised breaktimes
- Exclusion from certain areas of College premises
- Internal reflection
- External reflection
- Fixed term suspension
- Permanent exclusion
- Police reporting and meetings
- Hate incidents and hate crimes are reported to Devon County Council

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- (e) Discussion around bullying features in many areas of our curriculum. For instance, Drama students across Key Stages 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 and Schools Diversity Week each year.

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) Online bullying: The College hosts annual workshops for all students and parents/carers about online safety for Safer Internet Day in February. These workshops are led by outside speakers who have worked with the CEOP (Child Exploitation and Online Protection Centre) and the police.

The rapid development of, and widespread access to, technology has provided a new medium for online bullying, which can occur in or outside school. Online 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 to others.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be as damaging as 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 online 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. Anti-Bullying Week and Schools Diversity Week are both celebrated each year by the whole College. This is led by the student Anti-Bullying Ambassadors supported by STFF.
- (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 its '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 both student and staff bodies.
- (l) The College has a number of student support groups:
 - Equality Ambassadors (weekly meeting, support the monthly Wellbeing Hub with the College Equality and Diversity Lead)
 - Sixth Form Wellbeing Ambassadors (breaktime support in Wellbeing Hub every day)
 - Amnesty International (weekly meeting)
 - Communication (weekly meeting, referral only)

References

Preventing and Tackling Bullying DFE 2017.

Web links:

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/school-exclusion>
3. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
4. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Legislative links

Education Act 1996

School Standards and Framework Act 1998

Education Act 2002

Education and Inspections Act 2011

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

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.

<https://anti-bullyingalliance.org.uk/tools-information>

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

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bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

<https://www.kidscape.org.uk/advice/advice-for-young-people/dealing-with-bullying/>

Here are some other useful links if you would like further support;

- Childline: <https://www.childline.org.uk/>
- National Bullying Helpline: <https://www.nationalbullyinghelpline.co.uk>
- End Bullying Now: http://www.endbullying.org.uk/what-is-bullying/prejudice-based-bullying/racial-bullying/?gclid=EAlalQobChMIqNqVrOz87AIVUe3tCh1SBwkwEAAYASAAEglEdfD_BwE
- The Diana Award: <https://diana-award.org.uk>
- Just Like Us: <https://www.justlikeus.org/>