

Bodmin College- Anti Bullying Policy

Bodmin College takes bullying and its impact seriously. Students and parents/carers should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. Bodmin College will seek ways to counter the effects of bullying that may occur within the school. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that does not meet these standards.

What is bullying?

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

www.gov.uk/bullying-at-school/bullying-a-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, cyberbullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care 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.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections.”

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic/ biphobic/ transphobic	because of, or focussing on the issue of sexuality
Direct or indirect verbal	name-calling, sarcasm, spreading rumours, teasing
Cyberbullying	all areas of the internet, including but not limited to; email, social media, text messaging and phone calls.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young Carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, social areas, toilets, on the journey to and from the school, on residential trips and in cyberspace. It can take place in group activities and between families in the local community.

For our students, bullying is defined in their Student Planners and through specific PSHE lessons.

Intent

Our intent is to ensure that bullying is recognised by all as being unacceptable. In order to assist the process of combating all forms of bullying it is necessary to have in place an effective Anti-Bullying Policy in addition to associated procedures of both support and sanction.

In order to improve the ethos and climate of the College the purpose of our policies and procedures are:

- To develop a whole College approach based on the belief that a safe learning environment is created when all members of staff accepts responsibility for management of the behaviour of all pupils
- To create the conditions and ethos of an orderly, purposeful community in which effective teaching and learning can take place in a safe, pleasant and good humoured environment
- To develop in our students a sense of self-discipline, self-esteem and an acceptance of responsibility for their own actions

- To clarify the role of the pastoral system in supporting and counselling students, maintaining discipline and the use of external support services

Principles

We aim to establish, maintain and develop an ethos and systems which:

- Recognises that good relationships are a fundamental prerequisite of good behaviour
- Aims to cultivate in students an acceptance and recognition of responsibility for their own decisions and actions and for the consequences
- Offers support for both victims and bullies
- Deal quickly and effectively with any incident reported by parents or students in a consistent manner utilising the available support structures and sanctions system
- Raises awareness of bullying and its effect on victims
- Aim to be proactive in the prevention of bullying
- Promotes respect for all regardless of differences such as race, religion, gender, sexuality, background, etc
- Encourages all students to act responsibly by supporting each other by reporting bullying or concerns to the relevant members of staff. All students are encouraged to be individually responsible for two aspects specifically relating to bullying:
 1. Not to be involved themselves, and
 2. Where they suspect bullying or may be occurring to report the matter in confidence to a member of staff

Prevention

The successful implementation of this policy and associated practices will enable every member of the College to be free from humiliation, oppression and abuse in a safe, secure, caring, learning environment. This includes bullying of and by College staff, whether by pupils, parents, other staff or adults.

Peer led initiatives to assist in the prevention of bullying include: Peer Mentoring, Wellbeing ambassadors, student led assemblies and Student Council involvement in monitoring. In addition the expectation that all students take responsibility for both not being involved themselves and reporting any concerns they may have is a powerful driving factor in continuing to improve the ethos of unacceptability towards bullying.

Through PSHE and RE Programmes of Study as well as an Assembly Programme and enrichment activities we celebrate equality and diversity and ensure awareness is raised at regular points throughout the year with regard to both bullying and e-safety.

In order to combat bullying Bodmin College has and will maintain and develop:

- A supportive pastoral team which enables students to discuss their perceptions and feelings about bullying
- A supportive curriculum programme which aims to enable students to explore ideas and themes and focus on particular issues
- A recognised procedure including a recording system for dealing with all reported incidents of bullying

- A staff duty rota which ensures that all areas of the site are regularly visited and monitored
- A procedure for student referrals of incidents of bullying which will provide instant support and action
- A programme of information and advice for parents
- A system of support for the victim and bully
- A programme of staff training
- Restorative Justice systems and procedures

Bodmin College's response to bullying does not start at the point at which a child has been bullied. We have developed a more sophisticated approach in which staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This often involves talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves are able to determine what will work best for their pupils, depending on the particular issues they need to address.

We 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. 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 Bodmin College and is reinforced by staff and older pupils who set a good example.

Signs a Child is Being Bullied

Look for changes in the child. However, be aware that not all children who are bullied exhibit warning signs.

Some signs that may point to a bullying problem are:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewelry
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

If you know someone in serious distress or danger, don't ignore the problem.

Signs a child may be bullying others

Children may be bullying others if they:

- Get into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive

- Get sent to the principal's office or to detention frequently
- Have unexplained extra money or new belongings
- Blame others for their problems
- Don't accept responsibility for their actions
- Are competitive and worry about their reputation or popularity

Responding to incidents of bullying

Bodmin College has policies in place to deal with bullying and poor behaviour which are clear to parents, pupils and staff so that, when incidents do occur, they are dealt with quickly. We aim to create an environment that prevents bullying from being a serious problem in the first place.

We apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The organisations listed in the 'further resources' section provide a range of practical resources to help staff develop their own approaches to different issues which might motivate bullying and conflict. Devising a staged, hierarchical list of sanctions to punish bullies is problematic. What follows is advice. Each individual case should be treated sensitively and always with the best interest of the pupil in mind.

Six key points that apply to all staff:

1. Never ignore suspected bullying
2. Don't make premature assumptions
3. Listen carefully to all accounts – several pupils saying the same thing does not necessarily mean they are telling the truth
4. Adopt a problem-solving approach which moves pupils on from justifying themselves
5. Follow up repeatedly, checking that bullying has not been resumed
6. Pupils may confide in any adult they feel they can trust. Except in exceptional circumstances staff should always listen to/document a students' concerns before referring them to the appropriate channels. Staff should then always follow up to ensure the matter is dealt with.

Support strategies for both victims and perpetrators

- Pastoral team of Teaching Assistant's, tutors, Assistant Heads of Year, Heads of Year and Senior Leaders
- Dedicated non-teaching Pastoral Mentor, College Chaplain and Pastoral Support Worker
- Referral to the Wellbeing Hub/Pastoral support interventions
- Referral to external agencies
- Peer Mentors
- A confidential reporting system

In addition, a number of supervised activities are provided before College, at breaks and lunchtime and the Student Council are involved annually in monitoring and reporting procedures outlining areas

of concern and ascertaining pupil opinion regarding the effectiveness of our procedures relating to combating bullying.

Sanctions

Some bullying issues can be dealt with through mediation, as in many cases, the perpetrators do not realise the severity of the effects on their victims.

Although serious incidents of bullying will result in exclusion/s the majority of incidents will result in the perpetrator being placed on a three stage approach:

1. Warned that should the matter reoccur the incident will be defined as 'bullying'
2. If a second incident occurs the matter will be defined as 'bullying' (with HoY/ST completing the internal recording system) and the perpetrator will complete an Internal Exclusion as a sanction. Prompt reporting to parents is essential and, as such, will be undertaken at this stage
3. If a third incident occurs, then the perpetrator will be issued with a Fixed Term Exclusion

Restorative Justice will be encouraged throughout the process. Continuation through these stages for a particular incident (or through a number of separate incidents) will result in the perpetrator being at risk of Permanent Exclusion.

All forms of prejudice driven bullying will be addressed through work with specific classes, year groups, small groups or individuals as appropriate.

Reporting and recording incidents

- Students and parents can report concerns they have to any member of staff either verbally or in writing (this is typically tutors, but may be other pastoral/academic staff)
- Students and parents can make complaints using the College Complaints Procedure
- Students can use the Online Peer on Peer Confidential Reporting system: Full Stop.
- Staff should record incidents on SIMs and the Bullying Incident Form which is returned to CG and forms an integral part of our summary to the LA and our Board of Trustees. These forms also aim to assist us in developing and improving our practice as does our annual audit of bullying practice and procedures
- Other common routes for students/parents to report incidents are to our EWO, the LA or Ofsted
- Parents and students also have the opportunity to report bullying through the Student Council or annual questionnaires which always include a question relating to bullying

Monitoring and review

These procedures are reviewed annually by the Principal and SLT in conjunction with key members of staff with pastoral responsibilities. Once amendments have been agreed the policy is reviewed by a Governor sub-committee (includes Parent Trustees). The policy is then submitted to the Whole Board of Trustees and changes relayed to parents and students via newsletters, assemblies and tutorial sessions.

In addition a number of means through which data is collected are utilised to: monitor the procedures; analyse the effectiveness, and; where appropriate make improvements. These procedures include:

Bullying Audit - Audit developed making best use of: 'combating bullying – features of good practice' taken from *Bullying: Effective action in secondary schools (Ofsted 2003)*. This audit is completed annually in the Autumn Term.

Bullying Recording Forms – collated and discussed through College Monitoring procedures with action points for improvement introduced as appropriate throughout the year

College Council – students opinions regarding 'hot spots' is collated annually through the Student council and utilised to inform practice (with specific reference for Duty Team Leaders)

Parental Questionnaires – completed by Parents on Parents Evenings held throughout the year and utilise to inform and direct practice both immediately and through annual whole College analysis.

Leavers Questionnaires - completed by Year 11 students as they approach the end of compulsory education. Analysed at the end of the academic year to inform and improve practice as appropriate.

Staff training is provided regularly and takes into account emerging trends and areas identified via our monitoring processes.

Roles and responsibilities

- The Principal has direct responsibility for ensuring the development of an appropriate policy relating to bullying, its implementation and effective processes of review
- The Trustees assist in the process of review and hold the Principal to account for the development and implementation of the Anti-Bullying Policy
- The SLT have responsibility for ensuring consistency of approach across the College
- All staff have responsibility for implementation
- All staff have responsibility for the development and improvement of the policy
- Parents and students have responsibility for the development and improvement of the policy

Bullying outside school premises

Teachers have the power to discipline pupils 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.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal (or designated Senior Leader) will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed with the College assisting with enquiries as appropriate.

The criminal acts most commonly associated include:

- Harassment and stalking
- Threats of harm or violence to a person or property

- Any evidence of sexual exploitation e.g. ‘grooming’, distribution of sexual images or inappropriate sexual contact or behaviour

In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member. More detailed advice on teachers’ powers to discipline, including their power to punish pupils for misbehaviour that occurs outside school, is included in ‘Behaviour and discipline in schools – advice for headteachers and school staff’ and our Pupil Discipline Policy.

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual’ bullying, which can occur outside school.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers’ powers to search (including statutory guidance on dealing with electronic devices) is available – see below for a link to this document.

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

Bodmin College acknowledges its responsibility in supporting pupils being cyber-bullied and in applying disciplinary sanctions to the perpetrators (including ‘active participants’ i.e. those making the situation worse and/or compounding the distress levels by their involvement).

In order to enhance our aim of combatting bullying Bodmin College:

- Involves parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We aim to ensure that parents feel confident that the school will take any complaint about bullying seriously and work in partnership to resolve the issue in a way that protects the child. Additionally we encourage parents to reinforce the value of good behaviour at home.
- Involves pupils to help them understand the school’s approach and the part they can play to prevent bullying, including when they find themselves as bystanders.
- Regularly evaluates and updates the approach to take account of developments in technology, for instance updating ‘acceptable use’ policies for computers.
- Implements disciplinary sanctions so that the consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- Openly discusses differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality, etc. We also teach children that using any prejudice based language is unacceptable.
- Uses specific organisations or resources for help with particular problems. We use the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- Provides effective staff training as we believe that the most effective Anti-bullying policies are those that are clearly understood by all school staff who recognise the principles and purpose of the school’s policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

- Works with the wider community such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. We also work with other agencies and the wider community to tackle bullying that is happening outside school.
- Make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. We aim to ensure that pupils feel they can report bullying which may have occurred outside school including cyber-bullying.
- Creates an inclusive and safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Celebrates success to assist in the process of creating a positive school ethos around the issue.

Bodmin College believes that pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

Further sources of information

- **DfE Behaviour and Discipline in Schools Guidance**
- **Legislative links Schools' duty to promote good behaviour** - Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2010
- **The Equality Act 2010 Specialist organisations**
- **The Anti-Bullying Alliance (ABA)** - Founded in 2002 by NSPCC and National Children's Bureau, the ABA brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- www.anti-bullyingalliance.org.uk
- **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.
- 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.
- **Cyber-bullying ChildNet International** - Specialist resources for young people to raise awareness of online safety and how to protect themselves
- www.cyberbullying.org
- **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 Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.
- **Schools Out** - Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

- **Stonewall** - An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.
- www.stonewall.org.uk
- **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.
- **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. **Childline** – *advice and stories from children who have survived bullying*
- 08000 1111 **Bullying on line**
- www.bullying.co.uk
- **Parentline Plus** – *advice and links for parents* www.parentlineplus.org.uk
- 08088002222
- **Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com
- **Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary Colleges www.thinkuknow.co.uk
- **Know IT All for Parents** – a range of resources for primary and secondary Colleges by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents