HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

ANTI-BULLYING POLICY

SLT Responsible Person: Mr A Oates

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To be read in conjunction with: Behaviour Policy
Safeguarding and Child Protection Policy
Peer on Peer Abuse Policy
Exclusions Policy

Self Help Self Responsibility Equity Equality Democracy Solidarity
Social Responsibility Honesty Openness Caring for Others

We, the staff and students of Helston Community College, stand united in our quest to deplore all types of bullying and discrimination and any behaviour that encourages it. We aim to provide support and guidance, for both perpetrators and students who are targets of bullying, as well as sanctioning where necessary, but ultimately to eliminate bullying in its earliest stages.

Principles & Values

Our policies are base based on the Co-operative Values of Self-Help, Self-Responsibility, Equity, Equality, Democracy and Solidarity; as well as the Ethical Values of Social Responsibility, Honesty, Openness and Caring for others.

Our intent is to ensure that bullying is recognised by all as being unacceptable and will not be tolerated. 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.

Objectives of this Policy

• All governors, teaching and support staff, students and parents/carers should have an understanding of what bullying is.
• All governors and teaching and support 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 the College policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our College is a safe place for children and adults to be; whether the College community is directly or indirectly affected by bullying or not.

Defining Bullying

Several
Times
On
Purpose

"Bullying is behaviour by an individual or group, **repeated** over time, that **intentionally hurts** another individual or group either physically or emotionally.

(DfE, Preventing and tackling bullying. 2017)

"Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical.

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."

(DfE, Preventing and tackling bullying. 2017)

Bullying hurts. No one deserves to be a target of bullying. Bullying has the potential to damage the long term mental health of a victim. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving without hurting others.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

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

Bullying can be motivated by prejudice against particular groups or it might be motivated by actual or perceived differences between students. It may be related to:

- Race
- Gender
- Religion
- Culture
- SEN (special educational needs) or disability
- Appearance or health condition
- Home circumstances, including Young Carers and poverty
- Nationality
- Mental Health
- Sexual orientation, sexism, or sexual bullying, homophobia

Prevention

The most effective way we can deal with bullying is to create an environment that precludes it ever occurring. 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.

Peer led initiatives to assist in the prevention of bullying include: Peer Mentoring – circle of friends, prefects 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 discrete 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.

Through work on bullying we aim to achieve four very important objectives:

- To raise awareness amongst students about bullying behaviour.
- To question attitudes about bullying behaviour.
- To increase the understanding of bullied students.
- To help build an anti-bullying ethos in and out of College.

Students will spend a number of PHSE lessons in Year 7 directly on this issue, and revisit it every year, to raise awareness about bullying behaviour and the College Anti-Bullying Policy.

Anti-bullying messages are reinforced throughout the College year as a theme in lessons, assemblies and by taking part in the National Anti-Bullying Week. Using teaching methods that actively promote co-operative behaviour and citizenship is one way of achieving this.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.
This can be due to:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Perceived popularity
- Anonymity – through the use of online bullying or using email, social networking sites, texts etc.
- Intelligence

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Students may not be aware that they are being bullied – for example, because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those students who may be vulnerable; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

In order to combat any form of bullying our College has and will maintain and develop:

- An ethos where all members of Helston Community College have the strength and knowledge to report bullying without fear and apprehension.
- The student council and tutor groups to discuss bullying and ways of dealing with this on a regular basis.
- A supportive tutor system which both educates student about bullying and gives students a safe familiar adult to approach

- 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 member of staff should inform the students' PSA and Director of Key Stage, in serious cases, a member of the Senior Leadership Team (SLT) must be informed.
- A programme of information and advice for parents
- A system of support for the victim and bully/bullies
- A programme of whole staff training to ensure all staff know what to do when instances of bullying are disclosed or discovered.
- Restorative Justice Systems and procedures - The bullied student is offered the chance to take part in a restorative justice process. This provides the opportunity for those directly affected by the bullying – the bullied and the bully – to communicate and agree how to deal with the offence and its consequences. The bullied student explains what impact the bullying has had on them, a discussion takes places which results in the offender making a practical amends to repair the damage – this usually includes an apology. This communication can help bullied students put the bullying behind them and be more satisfied with the outcome.

Key points that apply to all staff dealing with Bullying:

1. Never ignore suspected bullying
2. Don't make premature assumptions
3. Listen carefully to all accounts – several students saying the same thing does not necessarily mean they are telling the truth
4. Adopt a problem-solving approach which moves students on from justifying themselves
5. Follow up repeatedly, checking that bullying has not been resumed
6. Students 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.

Procedure for Dealing with Bullying

- Parents are requested to report bullying incident to the pastoral team at the earliest opportunity, to remain calm and to reassure their child that the matter will be addressed
- The bullying behaviour or threats of bullying will be investigated and interventions actioned to ensure the bullying is stopped quickly
- Confidentiality be maintained, therefore the college will not share names of a victim, witnesses or aggressors with other individuals unless it involves the police. Where bullying may be a matter of safeguarding and will be referred to the colleges Designated Safeguarding Lead. (This referral will supersede the Anti-Bullying Policy and Safeguarding policy will come into effect).
- Bullying incidents will be investigated and recorded by the pastoral team, this includes written accounts from the victim, witnesses and the aggressor, information from social media sites, audible evidence e.g. voice recording or any other evidence which may be presented during investigation.
- Once the nature and severity of the bullying are established the following may happen:
  - ➢ The aggressor will receive a verbal warning to stop the bullying immediately
  - ➢ Parents will be informed and, in serious cases, will be asked to come in to a meeting to discuss the problem and agree actions/strategies
  - ➢ The aggressor signs an Anti-Bullying contract (see Appendix 1)

- All parties if agree to take part in restorative justice. (This process must be facilitated by an independent person (ideally the year group PSA) and the ground work must be laid by them seeing both parties individually prior to the meeting).
- The bully (bullies) may be asked to genuinely apologise. Other consequences considered according to nature of incident.
- If necessary and appropriate, police/external agencies will be consulted
- An attempt will be made to help the bully/bullies change their behaviour
- All diversity/hate incidents will be reported to the Local Authority
- In serious cases a fixed term exclusion or a permanent exclusion from College will be considered.
- If possible, the students will be reconciled
- After the incident/incidents have been investigated and dealt with, each case will be recorded on Sims for the bully and victim and will be monitored to ensure repeated bullying does not take place.

Online Bullying

Online bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend themselves.

Internet Traffic and Social Media Messaging

All efforts are made to monitor internet traffic using the College server. We also use a filter blocking services. Whilst we cannot monitor personal equipment should we have direct evidence of online bullying we may confiscate and investigate further. Please refer to the College's Online Safety and Data Protection Policy

Hate Incidents

- A hate incident is legally defined as: "any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person motivated by prejudice or hate."
- Hate incidents may be based upon homophobic/sexual orientation, race/ethnicity, religion/beliefs, disability/special educational needs, gender identity.
- Hate incidents can consist of verbal abuse, insults, detrimental comments, abusive language, gestures, comments on social networking and "jokes" or "banter" focused upon race, religion, disability, learning difficulties sexual orientation, gender identity and ethnicity.

What is a hate crime?

- A hate crime is legally defined as: "Any hate incident, which constitutes a criminal offence, perceived by the victim or any other person, as being motivated by prejudice or hate."
- A hate crime should be reported directly to the police.

Additional procedures for dealing with hate incidents

- If a hate incident occurs the Assistant Headteacher will record this and it will be reported to Cornwall Council within 7 days of the incident.
- If a hate crime is reported to staff members this will be reported immediately to Devon and Cornwall Police.

Signs and Symptoms of bullying for Parents/Carers and Staff

A student 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
- begs to be driven to College
- changes their usual routine
- is unwilling to go to College (school phobic)
- begins to truant
- 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 make less effort with College work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (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
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude towards people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Signs a child may be bullying others:

- Gets into physical or verbal fights
- Have friends who bully others
- Are increasingly aggressive
- Get sent to the Ready to Learn room 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

A code of Conduct for Students

- If you feel you are being bullied by email, text or online, do talk to someone you trust.
- Never send any bullying or threatening messages. Anything you write and post or send can be hurtful. It can also be used, manipulated and resent once out of your control.

- Serious bullying should be reported to the police – for example threats of a physical or sexual nature.
- Keep and save any bullying emails, text messages or images.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- Why not log into a chat room with a different user or ID or nickname? That way the bully won't know who you are. You could change your mobile phone number and only give it out to close friends.
- Contact the service provider (Mobile Phone Company, your internet provider) to tell them about the bullying. They may be able to track the bully down.
- Use blocking software – you can block instant messages from certain people or use mail filters to block emails from specific email addresses
- **Don't** reply to bullying or threatening text messages or emails – this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address. They may get bored quite quickly if you ignore them.
- **Don't** give out your personal details online – if you're in a chat room, watch what you say about where you live, the school you go to, your email address etc. All these things can help someone who wants to harm you build up a picture about you.
- **Don't** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else, delete them and don't reply to the sender.
- **Don't** ever give out passwords to your mobile, social networking or email accounts.
- **Remember** that sending abusive or threatening messages is against the law.
- **Don't** share any personal information or talk to strangers online.
- **Avoid** anonymous commenting on social media sites – this can be hurtful, damaging and nasty.

Contacts and help

Anti-bullying Alliance – the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations that can help with bullying issue www.anti-bullyingalliance.org.uk

UK Safer Internet Centre – www.saferinternet.org.uk

Childnet – www.childnet.com

Report abuse or grooming to CEOP – http://ceop.police.uk

Childline – advice and stories from children who have survived bullying 08000 1111 www.childline.org.uk
Bullying Online – www.bullying.co.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

Useful 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

Stonewall – the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen - www.stonewall.org.uk

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.

Cyber-bullying ChildNet International - Specialist resources for young people to raise awareness of online safety and how to protect themselves www.cyberbullying.org

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 you know – the Child Exploitation and Online Protection Centre (CEOP) has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents **–** a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Online Safety for Schools | SWGfL

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.

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.

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.

<u>Anti-Bullying Contract</u>

We the students of Helston Community College agree to work together to stop bullying at our school.

Bullying is defined as intentionally aggressive behaviour that can take many forms (verbal, physical, social/relational/emotional, or cyber bullying— or any combination of these); it involves an imbalance of power, and is often repeated over a period of time. The bullying can consist of one child bullying another, a group of children ganging up against one lone child, or one group of kids targeting another group.

Common behaviours attributed to bullying include put-downs, name calling, rumours, gossip, verbal threats, menacing, harassment, intimidation, social isolation or exclusion, and physical assaults.

We believe that no student deserves to be bullied and that every student regardless of race, colour, religion, nationality, size, gender, popularity, athletic, academic, or social ability, or intelligence has the right to feel safe, secure, and respected.

I agree to:

- Treat other students with kindness and respect.

- Not engage in verbal, relational, or physical bullying, or cyber bullying.

- Be aware of the College's anti-bullying policies and procedures.

- Abide by the College's anti-bullying policies and procedures.

- Support students who have been victimised by bullies.

- Speak out against verbal, relational and physical bullying and cyber bullying.

- Notify a parent, teacher, or College administrator when bullying does occur.

- Be a good role model for other students.

Student's signature _____ Date _____

By signing this agreement, you are stating that you agree to the points above and that your behaviour or actions, will not cause upset, or distress, to other students.