HELSTON COMMUNITY COLLEGE
ASPIRATION · AMBITION · ACHIEVEMENT

ANTI-BULLYING AND ANTI-DISCRIMINATION POLICY

SLT Responsible Person: Mr Andrew Oates, Senior Assistant Headteacher

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To be read in conjunction with:

Safeguarding and Child Protection Policy
Behaviour for Learning Policy
SEND Policy
Exclusions Policy

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1. Introduction

This policy has been put in place to ensure that every child is able to learn in a College environment free from bullying and discrimination of any kind and where they feel safe and supported.

We are committed to eradicating bullying and discrimination from our College. We respond to bullying and discriminatory incidents in a reasonable, proportionate and considerate way to prevent the continuation of harmful behaviour. This includes the use of disciplinary procedures and the provision of support for students as appropriate.

We will:

- Train and support staff to quickly identify and respond to bullying and discrimination.
- Make students aware that we listen and that all bullying and discrimination issues will be dealt with sensitively and effectively.
- Continually work to create an anti-bullying and anti-discriminatory culture where tolerance and the celebration of diversity are the norm.
- Ensure that the views of students and parents/carers are listened to and considered.
- Take action to resolve issues between students at an early stage.
- Provide preventative education and actions that eliminate bullying and discrimination from our College community.

This policy is written in accordance with the following documents:

- 'Equality Act' – 2010.
- 'Preventing and tackling bullying. Advice and guidance for headteachers, staff and governing bodies' – DfE July 2017.
- 'Keeping children safe in education' – DfE September 2022

Incidents of bullying and discrimination are rare, and we place a very high value on providing an extremely safe and secure learning environment in which all students can flourish and achieve their potential. Incidents of bullying and discrimination are addressed on an individual basis. The focus of our intervention is always to achieve a resolution in a way that best serves the student. Appropriate consideration of the student's wishes will be considered in deciding on a course of action. We will always seek to involve parents/carers of those students involved in bullying.

All members of the College community share responsibility to be vigilant for signs of bullying and discrimination and to take action to eliminate bullying and discrimination from our College.

Bystanders or observers of bullying may become perpetrators of bullying and discrimination by allowing actions to take place, by not reporting concerns and, in doing so, by explicitly or implicitly encouraging the bully.

2. Definitions

Bullying is a repetition of behaviour that is intended to hurt someone either physically or emotionally.

Bullying takes many forms and can include:

- Physical assaults.
- Teasing, "banter" and other forms of verbal abuse and intimidation.
- Threatening behaviour.
- Bullying via mobile phone or online (cyberbullying).
- Sexual harassment.
- Exclusion of others from social groups.

Bullying may be aimed at certain groups or at individuals as a result of discriminatory behaviour. This includes prejudice relating to protected characteristics of the 2010 Equality Act: age; disability; gender reassignment; marriage and civil partnership; pregnancy; race; religion or belief; sex; gender; sexual

orientation. Discrimination against a person or group of people on the grounds of any protected characteristic is illegal under the Equality Act (2010) and will be considered a very serious breach of our expectations for the conduct of members of our College community.

3. Roles

The Senior Leadership Team lead and co-ordinate the College's anti-bullying procedures. All staff - support staff, tutors, teachers, faculty and senior leaders - are committed to proactively supporting our anti-bullying ethos. We expect all students to behave in a considerate and respectful way towards their peers and staff, both in lessons, during social time, on their way to and from College and during 'non-school' time. The College will take appropriate action to address bullying that happens both in and outside of College, linked to a child's membership of the College. We share a common understanding that bullying in any form will inevitably impact on students' safety and education.

4. Systems and Procedures

We use a staged approach in response to bullying and staff are trained to recognise when behaviour or relationships need to be escalated to the next level. Our approach includes action/support from:

- The tutor and classroom teacher.
- Referral to the Pastoral Team for investigation or further support and communication home.
- Senior Leadership Team involvement including that of the Designated Safeguarding Lead (DSL).
- Peer mentoring. Support is offered through restorative practices. Students who provide peer mentoring will have received appropriate training through the Diana Award.
- Outside agency support. e.g. targeted youth workers, police, social care where and as appropriate.

4.1 Preventative Measures

As a College we take bullying and discrimination very seriously. We use a range of proactive strategies to prevent bullying and discrimination. These include:

- Effective College leadership that promotes an open and honest anti-bullying and anti-discrimination ethos.
- Use of curriculum opportunities, in particular, tutor sessions and PSHE classes where tolerance and the celebration of diversity are discussed and anti-bullying and antidiscrimination messages are explored.
- Use of opportunities throughout the College calendar and at certain times of the College day to raise awareness of our anti-bullying and anti-discrimination culture. This includes ensuring that the whole College community understands the negative consequences that bullying and discrimination may cause e.g. Anti-Bullying Week in November of each year.
- Whole College assemblies.
- Student surveys and feedback through the College council and student focus groups.
- Proactive supervision of duty staff during social times, before and after-College.
- Peer mentoring and Buddy Schemes.
- Assertiveness training and education which promotes self-esteem and wellbeing.
- Anti-bullying drop-in with Student Anti-Bullying Leaders (every lunchtime).
- Training for all staff including during induction of new employees and continuing professional development to ensure policies and procedures and the College culture and ethos are understood by all adults working in our College.
- Accurate records are kept of any bullying or discriminatory incidents including the actions that have been put in place as a result. These records are reviewed termly by senior leaders and governors with appropriate actions implemented in order to prevent future incidents e.g. through augmented support and revised educational programmes.

4.1.1 *Actions to prevent discrimination and promote equality and the celebration of diversity*

- We collect and analyse accurate information and data on a termly basis in order to inform our planning and identify targets and actions for improvement. Evaluation of data, and action planning in response is led by senior leaders and monitored by Governors.
- We work closely with external partners and parents/carers to identify children who may need additional support through our transition and admissions procedures.
- We collect academic data to monitor the progress and attainment of individuals and different groups and use this to support whole school improvement. We take actions to close identified attainment and/or progress gaps for student groups including where there are identified gaps in attainment/progress for students linked to gender, ethnicity, special educational needs and disabilities, disadvantaged (PP) and English as an Additional Language.
- The College's policies on Behaviour, Exclusions and Attendance are regularly reviewed and take full account of our duty under the Equality Act 2010. We make reasonable, appropriate and flexible adjustments for students with special educational needs and disabilities.
- We closely monitor data on exclusions, behaviour and achievement for evidence of proportional representation of different groups and take action appropriately to address any concerns or imbalance.
- We strive to ensure outstanding learning opportunities for all our students which enable them to learn, develop skills and independence and make a positive transition to Post 16 provision.
- We are alert to, and proactive about, the potentially damaging impact of negative and discriminatory language, particularly in relation to protected characteristics: race, gender, sexuality, disability, or religious belief. Staff are trained to take prompt and robust action in all incidents where discriminatory language is heard.

4.1.2 Actions to promote positive, respectful relationships

- We prepare our students for life in a diverse, global society and ensure that there are appropriate and relevant activities across our curriculum that promote the spiritual, moral, social and cultural development of our students.
- We teach and expect students to celebrate difference and diversity. We educate our students to understand and to be sensitive to the negative and harmful impact of stereotyping, prejudice and discrimination through PSHE, Religious Education, assemblies and tutor time activities and explicitly and implicitly through the planned curriculum in their subject lessons.
- We use materials and resources that reflect the diversity of our national population and the wider context of our school in terms of race, gender, sexual identity and disability avoiding all stereotyping.
- We provide opportunities for students to appreciate and understand their own identity and culture and to celebrate and respect the identity and culture of other students.
- We provide opportunities for students to listen to a range of opinions and views and to empathise and understand the different experiences and views of others.

4.2 Reporting Procedures

We proactively encourage all members of our College community to report incidents or concerns about bullying or discrimination. When bullying or discrimination is reported, the incident will be dealt with as quickly as possible by an appropriate member of staff. All staff are trained to respond to reports of discrimination and bullying. This training includes a requirement to:

- Listen carefully to the report and make notes, where appropriate, to ensure that the incident is accurately recorded.
- Show consideration and offer support to the person making the report, as appropriate.
- Acknowledge and show empathy for the impact that the incident may have had.
- Report the incident using the College's procedures to a member of the safeguarding and/or pastoral team.

- To ensure that the individual making the report knows that the College will take action to protect the welfare and safety of students.
- Make appropriate referrals to external agencies and the Local Authority.

An appropriate person (e.g. a member of the pastoral or safeguarding team or senior leader) will investigate the incident, interviewing those involved and keeping an accurate record of statements made. These will be retained in school files.

Other staff who need to know in order to protect and support students will be informed. Where appropriate, staff will be asked to monitor the behaviour of students involved.

Parents/carers will be kept informed and are discouraged from 'taking matters into their own hands' by directly contacting the students or families involved in the incident. Parents/carers will be asked not to comment on social media where this could escalate and inflame an incident and make it harder for the students to resolve concerns. Parents/carers have a right to report incidents to the Police and the College will always work in partnership with any police investigation involving students in the College. Should the College refer an incident to the Police, we will always inform parents/carers, unless specifically instructed not to do so by the Police or MARU.

Incidents of bullying or discrimination are individual in terms of the events which have occurred and the impact on the individuals involved. Therefore, the College will tailor a strategy to address the situation and to support the affected students according to the particular incident/s.

Students who are victims of bullying or discrimination will be offered the opportunity to discuss their experience with a trusted adult within the College. Students may also be offered support through longer term mentoring, including peer mentoring, to restore self-esteem and build confidence. Where appropriate, students will be offered the use of a 'quiet room' at social times and/or during lessons. Students will be advised that leaving a lesson will inevitably disrupt learning and therefore the majority of College support and intervention will be planned to take place outside of lesson times where it is possible to do so. The College understands that this will not always be possible and will prioritise providing timely intervention and support.

Students who have bullied or discriminated against others will be supported to discuss what happened and to reflect on their motivation and impact on others. By uncovering why the student became involved and establishing a sense of responsibility, the College would expect to prevent a future similar incident. This self-learning is considered by the College to be an integral and core part of our education of students. Parents/carers will be expected to support the College in these actions and to take positive action themselves to change the attitude and behaviour of the student.

In mutual agreement with the students involved, the College will encourage and support students to rebuild and repair their relationships. Trained staff will mediate discussions as a way of resolving disputes and as part of our students' education and preparation for future life.

The following disciplinary steps may also be taken:

- Official warning.
- Identification on a stage of the College's Anti-Bullying and Anti-Discrimination Policy for a time-limited period.
- Removal and time-limited ban from certain areas of the College premises or certain activities.
- Detention.
- Placement in the Reset Room.
- Referral for mentoring and/or to senior staff and/or external agencies e.g., Education Welfare Officer, Police Liaison Officer.
- Suspension or Permanent Exclusion.

4.3 Supporting Victims of Bullying and Discrimination

The College will prioritise support for any student who has experienced bullying or discrimination. Support will be tailored to the individual circumstances and the views of the student and parent will be considered. Support may include:

- A mediated, restorative meeting with the other student using restorative practice which recognises the importance of being able to express feelings and have these understood by others.
- Review of seating plans in lessons.
- A quiet space, supported by adults, for use at social times with an identified group of peers.
- A trusted adult mentor for a specified period of time.
- Additional support from a trusted adult at key times during the school day, e.g. arrival and departure, social time.
- Additional vigilance from teachers and duty staff.
- A 'time out' card for a limited period of time.
- Referral to external agencies and partners for specific support
- Activities aimed at boosting self-esteem and confidence including one to one and small group work.

5. A staged Approach to Eradicate Bullying and Discrimination

We use a staged approach to respond to incidents of bullying or discrimination. Where necessary e.g. because of the seriousness of an incident, the College may place a student at a higher stage and may not use all the stages sequentially. Students will remain on each stage for a minimum of one term at which time this will be reviewed. The outcomes of the review will include the option to a) remove from the stage, b) extend the stage, c) increase the stage, d) review of support and education provision.

5.1 Warning

The Pastoral Support Assistant will phone parent/carers warning them of the behaviour and that any further incidences could result in being moved to a formal Stage One (or higher) of the Anti-Bullying and Anti-Discrimination Policy. A diversity report will be made to the Local Authority where appropriate to do so.

5.2 Stage One

The student will meet with the, Pastoral Support Assistant and/or a trusted teacher to review issues and identify a course of action to address them. Parents/carers will be phoned. A letter will be sent home confirming the student is at Stage One. College records will be updated including the bullying log. The student will be required to sign an Anti-Bullying Contract (Stage One). A diversity report will be made to the Local Authority where appropriate to do so.

5.3 Stage Two

The student will meet with the Head of Year (HoY) or Director of Key Stage (DoKS) to discuss issues, identify a course of action to address them and build on any work that has been done already at Stage One (if applicable). The HoY/DoKS will meet with parents/carers to discuss concerns, identify support and agree actions. External agencies may be involved if appropriate, e.g. Early Help. A letter will be sent home confirming the student is at Stage Two. College records will be updated including the bullying log. The student will be required to sign an Anti-Bullying Contract (Stage Two). A diversity report will be made to the Local Authority where appropriate to do so.

5.4 Stage Three

The student will meet with a member of the Senior Leadership Team, parents/carers and a representative from an external agency (if appropriate) to discuss issues, identify a course of action to address them and build on previous work. Sustained input from external agencies e.g. Bloom, CAMHS, Police, Youth Support, Early Help Hub will be requested via referral as appropriate. A letter will be sent home confirming the student is on Stage Three. College records will be updated including the bullying log. The student will be required to sign an Anti-bullying Contract (Stage Three). A diversity report will be made to the Local Authority where appropriate to do so.

5.5 Stage Four

A member of the Senior Leadership Team will meet with students and parents/carers to discuss issues and consider appropriate further actions. This will include consideration of a Suspension or Permanent Exclusion for persistent bullying/discriminatory behaviour. A letter will be sent home confirming the student is at Stage Four. College records will be updated including the bullying log. The student will be required to sign an Anti-Bullying Contract (Stage Four). Alternative education provision will be discussed along with the consequences of continued bullying/discriminatory behaviour which will include the risk of further or permanent exclusion and/or a managed move or referral to Alternative Provision. A diversity report will be made to the Local Authority where appropriate to do so.

5.6 Stage Five

Students who persist in bullying or discriminating against others risk permanent exclusion from the College. The Headteacher of the College, supported by a Governor, will meet with the students and parents/carers to review conduct and to discuss their future educational provision. The procedure for Permanent Exclusion is explained in the Exclusion Policy which follows the statutory requirements for exclusion of students.

6. Cyberbullying

Cyberbullying is defined as the use of information and communications technology (ICT), particularly mobile phones and the use of the internet, to deliberately upset or intimidate someone.

Cyberbullying can be the extension of face-to-face bullying and can take many forms, such as; threats, intimidation, harassment, stalking (repeatedly sending unwanted messages), manipulation or publication of private information or images.

Some incidents of cyberbullying may be unintentional and the consequences on the victim may also be unintentional. It is also possible that bystanders or observers of cyberbullying may become perpetrators of bullying by allowing actions to take place, by not reporting concerns and by encouragement of the bully. Our Anti-Bullying and Anti-Discrimination Policy approaches also apply to cyberbullying.

We also use the following strategies to eradicate cyberbullying from our College community:

- Monitoring the use of ICT during College time.
- Having a clear policy with regards to the use of mobile phones during College hours.
- Confiscating mobile phones where use is inappropriate.
- Restricting access to ICT provision during College hours, including robust filtering of the internet.
- Working closely with the Police to report concerns at the earliest opportunity.

7. Possible Signs of Bullying and Discrimination

Students, parents/carers and teachers work in partnership to identify possible instances of bullying and discrimination. All College staff are trained to be vigilant for:

- Items of clothing, property, College work, etc. that are damaged or lost more often than ‘usual’;
- Frequent injuries to the child (bruises, cuts, etc.) especially those which a child is reluctant to explain;
- Withdrawal, which may lead to low participation in school and other activities, isolation or self-harm;
- Children spending unusual amounts of time in their bedroom, possibly crying, who find it difficult to sleep, wet the bed or have nightmares, or are reluctant to attend College. Teachers within College may be aware that the student always appears tired or absence is higher than expected.
- Educational progress reducing.
- A reluctance to attend College. It may be noticed by the College through absenteeism or lateness;
- Poor self-esteem, which inhibits students from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work.

- Anxiety, which can lead to intermittent and longer-term absence from College, physical illness or psychosomatic complaints.
- Request to be accompanied going to and from College, or to go by a different route. If this is longer than the previous one, it could indicate that bullying has been occurring along the previous route or that the child does not feel safe on the way to/from College.
- The child comes home hungry. This could be due to a bully taking their lunch or money.
- Money in the house or College going missing.
- Reluctance to eat, socialise or play normally. Student appears generally unhappy, miserable, moody and/or irritable.

Taken individually, or even collectively, the above may not be due to bullying, but a combination of even some of these signs could be a reason to suspect it. If a student is showing signs of, or experiencing ANY of the above, it can be an indication that all is not well, the student is not happy and therefore, whatever the cause it should be reported to the Designated Safeguarding Lead and investigated.

8. Guidance Notes for Teachers and Parents

Once concerns about bullying or discrimination have been reported, College staff, parents/carers and students need to work together, to seek resolution. By all parties clarifying that bullying and discrimination are unacceptable, the partnership between parents/carers and the College will be most likely to result in a change in behaviour and the avoidance of any future incidents. **It is the combination of action appropriate to individual circumstances, supported by all parties, that will bring about the greatest impact in eradicating bullying and discrimination from our College.**

VIGILANCE: College staff and parents need to be vigilant to changes in behaviour, patterns of absenteeism, unaccustomed excuses and anything unusual. Adults should not make hasty judgments or draw conclusions from what might be a one-off incident. All concerns must be reported to the pastoral and/or safeguarding team for further investigation.

LISTENING: College staff and parents/carers must regularly and frequently provide opportunities for children to talk about their experiences. There may be a problem which needs resolving quickly and which we need to understand in the early stages to be able to prevent harm and upset for children. Confidential information must be handled sensitively. Safeguarding concerns must be reported to the Designated Safeguarding Lead.

Taking Action: All adults should be good role models for children and proactively resolve conflict and disagreement through discussion, mediation and restorative practice. We teach students to value differences and to celebrate diversity and that discrimination and bullying of any kind are not tolerated in our College community. We instil in students the importance of reporting bullying to a member of staff. Students must take action to seek support from a trusted adult in the College, for themselves or on behalf of their peers.

The following contacts may be useful when seeking help:-

- *Childline - 0800 1111 www.childline.org.uk*
- *National Society for the Prevention of Cruelty to Children – 0808 800 5000 www.nspcc.org.uk*
- *Anti-Bullying Alliance – www.anti-bullyingalliance.org.uk*
- *Cornwall Healthy Schools – www.cornwallhealthyschools.org/anti_bullying*

9. Implementation, Monitoring and Review

The Headteacher of the College will be responsible for the implementation and monitoring of this Policy. The regular review of the implementation of this policy will include:

- A half-termly review of incidents of bullying and discrimination by the pastoral and safeguarding team.

- A half-termly review of staff actions to intervene, prevent and address any incidents of bullying or discrimination. This review will be carried out by the DSL and a member of the Senior Leadership Team.
- A termly review of incidents of bullying and discrimination by the Headteacher of the College, reported to Governors.
- A termly review of student views, via the student council, student focus groups or student survey, led by the senior pastoral leader/DSL.

Governors recognise their duty to ensure that this policy is regularly monitored and reviewed. Monitoring is an essential aspect of this policy, as it will provide important information by which the school can assess the impact of the policy against its aims and objectives i.e. to eradicate bullying and discrimination from the school. Statistical information will also enable Governors and College Leaders to identify potential or actual imbalances and to take steps to correct them.

Monitoring with respect to employment of staff within the College will be undertaken by Truro and Penwith Academy Trust.

Appendix 1 – Anti-Bullying Contract

Student Name:	
Parent/Carer:	
Head of Year:	
Review date:	
Person responsible for Implementation and Monitoring:	

Introduction

This Anti-Bullying Contract has been put in place by the College to ensure that every child is able to enjoy learning and being in our College: free from bullying of any kind and where they feel safe and supported. This contract is an agreement between the student and the College, and is supported by parents/carers.

The College has clear and high expectations of student behaviour. It is our policy to consistently uphold our standards of behaviour and conduct. This policy applies in College, when students are travelling to and from College and on all educational visits and College activities.

The aims of this contract are:

- To support effective teaching and learning.
- To develop a moral framework within which initiative, responsibility and individual tolerance can flourish.
- To enable students to develop a sense of self-worth and self-respect.
- To create an environment in which students feel safe, secure and respected.

We are committed to:

- Protecting the right to learn, the right to teach and the right to feel safe and be safe.
- Promoting equality and celebrating diversity.
- Listening, communicating and operating fairly and consistently.
- Encouraging openness and honesty.
- Zero tolerance on violence and aggression.

The College acknowledges its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with Special Educational Needs.

Section 1 – Definitions

Bullying is a repetition of behaviour that is intended to hurt someone either physically or emotionally. Bullying may be aimed at certain groups e.g. because of race, gender, sexual orientation or academic ability.

Bullying takes many forms and may include:

- Physical assaults.
- Teasing.
- Threatening behaviour.
- Bullying via mobile phone or online (cyberbullying)
- Excluding others from social groups.

We expect all students to behave in a considerate and respectful way towards their peers and staff, both in lessons and in social time. The College will always take appropriate action to address bullying that happens in College or outside College, linked to a child's membership of the College. This includes bullying on the way to or from College.

Section 2 – Staged Approach

We use a staged approach to address issues of bullying and staff are trained to recognise when an issue should be elevated to the next level. This includes action/support from:

- The form tutor of classroom teacher.
- Referral to the Pastoral Team for investigation or further support, and communication home.
- Senior Leadership Team involvement including referral to the Designated Safeguarding Lead (DSL).
- Child to child mentoring with support from restorative practice. Students who provide peer mentoring will have received appropriate training.
- At times, it may be appropriate to involve outside agency support.

We use a staged approach and may start a student at a higher stage in response to more serious incidents. Students will remain on each stage for a minimum of one term at which point their conduct and position on the staged response will be reviewed. The outcomes of the review will include consideration of whether to remove the student from the stage, whether they should continue to remain on the stage, whether their stage should be increased and a review of the support they need.

Reported incidents of bullying in our College are rare and we place a high value on providing a safe and secure learning environment in which all students can flourish and achieve their potential. Incidents of bullying are addressed on an individual basis. The focus of our intervention is to achieve a resolution in the way that best serves the students. The appropriate consideration of the student's wishes will be taken into account in deciding on a course of action. We will always seek to involve the parents/carers of those students involved.

Section 3 – Anti-Bullying Contract Expectations:

Whilst on an anti-bullying Stage, students are required to:

1. Support effective teaching and learning in their lessons by engaging positively in the lesson and complete all work to the best of their ability. Behaviour in lessons is expected to be respectful of the teacher, other adults and their peers.
2. Take responsibility for their conduct and their relationships with others. Show respectful behaviour, promote tolerance and celebrate diversity.
3. Ensure that conduct in College during social times, before College and after College e.g. whilst leaving the College site or attending an extra-curricular activity upholds the same high standards as conduct during lessons.
4. Reflect on the value of self and others and take positive steps to develop a sense of self-worth and self-respect.

5. Fully engage with support provided by the College, working collaboratively with others to resolve and repair relationships.
6. Make a positive contribution to the College ethos and culture to ensure that their own actions foster an environment in which all students feel safe, secure and respected.
7. Ensure that conduct on the way to and from College is respectful to others and makes a positive contribution to the safety of others.
8. Ensure that conduct online e.g. on social media platforms, is respectful of others, promotes tolerance and contributes to resolving and repairing relationships.
9. Understand that any further incidents of bullying, towards any student in school will lead to further action by the College which may include additional sanctions, an increase in the staged approach and additional support.

Anti-Bullying Contract Agreement

Date	
Student Name	**I agree to follow this Anti-Bullying Contract.**
Student Signature:	
Parent/Carer Signature:	
Head of Year/Senior Leader Signature:	

Anti-Bullying Contract Stage:

Stage 1 ☐	**Stage 2 ☐**	**Stage 3 ☐**	**Stage 4 ☐**

Planned Review Date (Termly)
Actions agreed to resolve/repair relationship:
Agreed support: