

## ANTI-BULLYING STATEMENT

### Our Approach to Bullying

Bullying both verbal and physical will not be tolerated in this college. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the college community.

Bullying can take place between students, between students and staff or between staff. It can involve individuals or groups and be face to face, indirect or use a range of cyber-bullying methods.

There are potential vulnerabilities in particular groups of students, for example; students with special needs, looked after children, children from minority ethnic backgrounds, children with disabilities and traveler children.

In our college pupils have a right to feel welcome, safe and happy. In our college we will not tolerate any unkind actions or remarks, even if these were not intended to hurt either physically, mentally or emotionally.

Bullying is deliberately hurtful behaviour that is repeated often over a period of time, making it difficult for the person concerned to defend themselves. Bullying can take many forms. The 4 main types are:-

**Physical** – for instance, hitting, kicking, taking belongings

**Verbal** – for instance, name calling, insulting or racist remarks

**Indirect** – for instance, spreading unpleasant stories about someone, excluding someone from social groups

**Cyber** – for instance, using technology to facilitate bullying e.g. text messages, e-mail and social networking websites

Although resolving conflict by resorting to fighting is not acceptable, it is not bullying if two students of similar power and strength fight or quarrel.

### Aims

At Newfriars College:

- we aim to prevent bullying at any alternate site used for provision
- we aim to raise students' awareness of bullying behaviour and the anti-bullying policy and the anti-bullying pledge
- we aim to reduce bullying by including pro-active programmes within the curriculum
- we aim to challenge attitudes about bullying behaviour, to increase understanding for bullied pupils and help build an anti-bullying ethos in the school
- we aim to improve the play facilities so that we provide an interesting and stimulating environment for students alongside quiet seating areas that can be easily supervised

### **Individuals can be targeted by bullies for a number of reasons, including:**

- race/sex/social background/ethnicity
- new student in the academy
- student with family crisis
- timid students who may be on the fringes or outside a group

### **DfE Definition of Bullying:**

The DfE defines bullying as :

- it is deliberately hurtful behaviour
- it is repeated often over a period time
- it is difficult for those who are being bullied to defend themselves

### **Individuals may choose to bully others because they:**

- have been / are a victim of violence
- have been / are bullied at home
- enjoy power/creating fear
- have difficulties in expressing their feelings
- are coping with behaviour they have seen at home, in school, in the community or on TV
- are unhappy
- are feeling 'peer pressure'
- are insecure
- have low self esteem

Bullying occurs in students from all backgrounds, cultures, races, sexes and ages.

### **General Statements**

- some victims are also bullies
- some victims are treated as culprits
- those who witness bullying and do not act are condoning bullying and becoming part of bullying

## **Early Signs of Distress**

- withdrawal
- deterioration of work
- spurious illness
- isolation
- desire to remain with adults
- erratic attendance
- general unhappiness/anxiety/fear
- late arrival for the start of the day
- bed wetting
- crying themselves to sleep
- unexplained cuts, scratches, bruises
- unexplained missing possessions

## **Framework For Anti-Bullying Campaign**

Prevention is better than cure so at all times and locations we will:

- be vigilant for signs of bullying
- always take reports of bullying seriously and investigate them thoroughly.

Students are encouraged to report all incidents of bullying to an adult. These will then be referred to the class teacher.

### **Each Class will use the curriculum to:**

1. increase awareness of different types of bullying.
2. help them to develop strategies to combat all types of bullying.
3. ensure that all pupils know how to report bullying; know how to get help and be confident that the response to bullying is effective.
4. be encouraged to develop positive values and attitudes such as tolerance, kindness and respect.
5. use discussion and role play to explore issues related to bullying and to give individual children confidence to deal with bullying.
6. use pro-active systems and procedures which promote an inclusive, supportive ethos and positive relationships whereby differences are acknowledged and celebrated.

If the incident is not too serious, a 'problem solving' approach may help. The adult tries to remain neutral and deliberately avoids direct, closed questions which might be perceived as accusatory or interrogational in style. He or she makes sure each student has an opportunity to talk and keeps the discussion focused on finding a solution and stopping the bullying from recurring. The teacher can aim to help the students find their own solution to the personal disagreement, and also discuss with them how their proposals will be put into action. A follow-up meeting with the students can find out whether their solution has been effective or not.

Responding to incidents must be done in a way that is sensitive to the needs of the victim.

A record must be kept of the incident – date – time – place – names of students involved and their accounts of what happened. Older students may be able to write these themselves.

Serious incidents must be reported to the Head of College or a member of the senior management team via an incident form and/or recorded on My Concern if the incident requires a further follow up at a higher level. This information will be recorded on SIMS using the appropriate code so that incidents can be monitored.

Persistent students that intimidated others will be referred to the leadership team and then referred to the form tutor and PSHE support for an anti-bullying course designed to develop their understanding of the consequences of their actions on the victim. They may also have a fixed term exclusion imposed and in very serious cases, this may lead to a permanent exclusion.

Any disciplinary procedures applied must be used fairly and consistently and take into account the level and type of Special Educational Need (SEN).

SIMS data is used to evaluate the effectiveness of the anti-bullying work carried out across the college. This data is shared with the whole college community. Improvements should be highlighted and celebrated.

**Break-time duty staff should always:**

- ensure students are supervised at playtimes and lunchtimes.
- patrol secluded areas such as toilets, corridors, playsheds and doorways.
- observe students' play patterns and relationships – note students who appear isolated or unhappy and inform the class teacher.
- investigate every allegation of bullying.
- encourage students to use the play equipment and quiet areas around the college.
- use playground pals as 'buddies' or peer mentors
- developing the Listening Ear – a Listening Service for students.

We encourage pro-active academy systems and procedures which promote an inclusive, supportive ethos and positive relationships, within which differences are acknowledged and accepted.

These are:

- celebration and 'show and tell' style assemblies
- team building
- creative and performing arts
- drama workshops 'drop down' days
- sports / fun day
- charity / fundraising events
- personalised curriculum
- residential opportunities

- activity weeks

To ensure that the college community is kept aware of and understand the policy and their responsibilities, time will be allocated at staff meetings for discussion. This will include review times or when the policy is changed.

### **Parents / Carers**

Parents / Carers of both the victim and the bully will be informed. Staff will undertake to give feedback to parents / carers on the steps taken.

Involvement of parents / carers at an early stage is essential.

If things have not gone well, the problems will be further analysed. There is the possibility of outside agency involvement. Parents / carers are kept informed at all stages.

Parents / carers will be made aware the complaints procedure.

### **This policy is part of the College Behaviour Policy.**

The policy has been developed by a working party of staff and can be viewed on the college website.

The student council will have opportunities to review the policy at an appropriate level so that they are able to make their own contributions if required.

Changes can be made as required but will need ratification by the College Council following a consultation period.

The policy reflects the Children's Act 1989; The Inspection Act 2006 and The Equality Act 2010.

This policy will be reviewed every two years as a minimum.

The whole college community is jointly responsible for ensuring that the policy is implemented on a day to day basis.

Evaluation, review and the development of policy and procedures is the responsibility of the Senior Leadership team and the Behaviour Manager.

**UPDATED OCTOBER 2018**

**RATIFIED BY Academy Council .....DATE**

**Reviewed: February 2019**

**RATIFIED BY ACADEMY COUNCIL .....DATE .....**