



CALLINGTON COMMUNITY COLLEGE (ACADEMY TRUST)

ANTI-BULLYING POLICY

Rationale

We believe that every child and adult has the right to be able to work and study in a bully-free environment. Everyone should feel confident when coming to our college that they can spend the day in a safe place where everyone works together in a supportive community. When bullying does occur (please see definition below) staff and students should feel confident in reporting the behaviour enabling the system to be put into place to prevent it from happening again.

Aim

Ours is a happy college and we aim to maintain and develop this positive and caring environment.

Objectives

- To develop and maintain an ethos in which the whole community 'looks out' for children.
- To have effective systems in place to identify at an early stage, emerging issues and put strategies in place to deal with them.
- To have effective systems in place to react quickly and effectively to concerns about bullying.
- To ensure that all staff are clear about their responsibilities in relation to bullying and know what to do if an incident occurs.
- To ensure that no group is particularly vulnerable to bullying, behaviour by monitoring and recording incidents.
- To ensure incidents of bullying are dealt with effectively and that there is no recurrence of the behaviour by monitoring outcomes.
- To involve parents in the partnership ensuring that the whole college community is zero tolerant of bullying behaviour.
- To work with bullies, ensuring that they understand the consequences of their actions and have opportunity to make amends.

Definitions

Bullying is the use of aggression with the intention of hurting another person. It can be emotional, physical, racist taunting, of a sexual nature, homophobic or verbal name-calling.

- **emotional** – being unfriendly, excluding, tormenting, threatening
- **physical** – pushing, kicking, hitting, punching or any use of violence
- **racist** – taunts, graffiti, gestures

- **sexual** – unwanted physical contact or sexually abusive comments
- **homophobic** – focusing on the issue of sexuality.

Responsibilities

Governing Body

Has a key responsibility for safeguarding students in the college.

Responsibilities include:

- having an anti-bullying policy in place
- monitoring the number and type of bullying incidents
- receiving an annual report from the Headteacher on incidents of bullying, how they have been dealt with and any trends that might be emerging
- ensuring the welfare of staff and that the whole organization promotes a supportive environment which does not tolerate bullying.

Headteacher

The Headteacher is responsible for ensuring the good behaviour of children and young people within the organisation. In his/her absence the Director of Learning and Pastoral Care should be contacted.

The Headteacher is responsible for:

- acting as a source of advice within the college
- ensuring that staff are familiar with policy and procedures
- ensuring that staff follow policy and procedures

Other staff

New staff are familiarised with this anti-bullying policy as part of their induction. Supply staff have a summarised form of the behaviour policy incorporating a section about anti-bullying made available to them on their first day. However if they are employed for any longer period of time (over two weeks) they are inducted in the same way as an appointed member of staff.

Staff are responsible for:

- keeping alert for potential signs of bullying
- referring any concerns to the line manager whilst also addressing them themselves
- discussing with children and young people any bullying incidents and how they might all help to remove bullying from our environment
- addressing any issues of bullying that they identify within groups
- ensuring that any incidents are logged correctly and effective action is taken
- working with management and liaising with parents to reduce and remove incidents of bullying
- ensuring that their own behaviour is in line with the ethos of the organisation and does not constitute bullying.

Procedures and Practice

Our college culture

It is important that we set a good example as adults. The way we work with one another and our own productive and supportive relationships will provide a model for children and young people. In the adult/child relationship we should also be alert to how we address children, the language and tone that we use and the response that we expect.

A general tone of respect, where care and consideration is expressed for others, is part of building a culture in which bullying can be acknowledged and dealt with.

Consulting with children

It is important that everyone takes time to discuss with children/young people their views on bullying, how it might be tackled and where and why it occurs. An annual survey is conducted at the end of every year and in this children are asked about their experiences and their views. In addition, the children's forum is used to further explore ways in which we can reduce incidents of bullying and all children are encouraged to use this as a means of sharing their opinions. On occasions, where there are concerns about particular groups, a working party is established to consider how this might best be tackled.

Guidance on recognizing where bullying is taking place

We encourage children to report incidents of bullying either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that staff watch out for the following indicators in the behaviour of victims of bullying. The victim might be:

- frightened or unwilling to come to college
- absent from college more than usual
- withdrawn and anxious
- starting to stammer
- running away from college
- crying at night or having nightmares
- performing less well at college
- coming home with damaged belongings or has possessions going missing
- asking for money or stealing money
- losing money on a regular basis
- suffering from unexplained cuts and bruises
- becoming more aggressive and bullying others
- losing appetite or complaining of being hungry.

Of course, there may be other reasons for this type of behaviour but bullying is always a possible cause. This information is also shared with parents at the beginning of the year.

Guidance on dealing with bullying incidents

All accusations of bullying should be taken seriously. There are a variety of reasons why children and adults bully one another. Time should be spent not only with the victim but also considering the reasons why a child becomes a bully. Opportunities should be taken as part of the formal curriculum to discuss issues around why bullying occurs. Discussions about bullying are part of our rolling programme as identified on the schemes of work.

The Behaviour policy should be followed in cases of reported incidents. This includes:

- the class teacher dealing with reports in the first instance;
- the year leader dealing with reports where the behaviour continues;
- referral to the Director of Learning and Pastoral Care where interventions have failed to prevent repeats of the behaviour – the 'stages' will then be followed:
 - Stage 1 written warning
 - Stage 2 letter sent home
 - Stage 3 detention after college
 - Stage 4 report card
 - Internal exclusion
 - External exclusion
 - Permanent exclusion

Depending upon the nature of the incident, children can be referred to the Headteacher at any stage. Opportunity should be given for both victim and bully to express their point of view and time taken to find out what instigates the behaviour.

Parents of both victim and bully should be involved at an early stage – before the official 'letter sent home'. The pastoral care worker may be involved at any stage, spending time with the bully and the victim to work at the issues that have developed between them. At all times it should be stressed that bullying is not acceptable and that action will always be taken.

In addition all staff should:

- reward children who help prevent bullying;
- emphasise that it is the bullying behaviour we dislike and not the child;
- involve children in helping to solve problems and address topical issues;
- develop children's social skills generally within the class;
- teach and encourage confidence-building and assertiveness;
- find constructive ways to help children who are bullying to change their behaviour.

The role of the Bullying Counsellor

The Bullying Counsellor, located in the Student Support Centre, is a point of contact for all students with bullying concerns. The Bullying Counsellor listens to students and offers advice, and where appropriate either acts as a mediator or refers to the HOY for more serious incidents. Where HOY action is required a yellow incident slip is generated to ensure that the incidents are logged on SIMS. In some cases the Counsellor may offer advice as the issues could be referred to more as

friendship difficulties rather than bullying. The Counsellor keeps a full record of all incidents discussed.

Guidance on logging bullying incidents

A log of bullying and harassment incidents is kept electronically by the Student Support Team Administrator. It is most important that each incident is recorded and includes:

- the date and location;
- the individuals involved including any witnesses;
- information collected from the victim, accused and any witnesses (this will be held in the perpetrator's file);
- actions taken as a result;
- record follow-up check.

The log is checked by the Senior Leadership Team and a summary is included in the Headteacher's report to the Governing Body on a termly basis. It is checked to ensure that no group is over represented. The follow-up check is completed by the Deputy Headteacher two weeks after the original incident to ensure that there has been no recurrence.

Cyber bullying

Cyber bullying can be defined as the use of Information and Communications Technology (ICT) particularly mobile phones and the internet, deliberately to upset someone else.

Cyber bullying includes:

- text message bullying;
- picture/video-clip bullying via mobile phone cameras;
- phone call bullying via mobile phones;
- e-mail bullying;
- chat room bullying;
- bullying through instant messaging;
- bullying via websites.

Although similar in many respects to other forms of bullying it also carries some very specific features:

- it invades both home and personal space;
- the size of the audience can be vast;
- electronically circulated messages can be difficult to control;
- the bully can feel relatively anonymous;
- it can have a large number of 'bystanders' or 'accessories';
- much (if not all) of the bullying may take place out of college.

If the person responsible for the bullying is identified, sanctions will be applied according to the College's Behaviour policy. Sanctions will also be applied to students who are witness to incidents

and encourage their continuation. In addition to the usual sanctions the following might be implemented depending upon the nature and severity of the bullying:

- confiscation of equipment e.g. mobile phones;
- withdrawal of access to the internet for a set period of time;
- strictly limited use of the internet for a set period of time;
- contacting the police where the cyber bullying is of the form and severity to warrant this action;
- external agencies such as Social Networking or Email Member sites may be contacted and informed.

The Acceptable Use Policy (AUP) identifies how the ICT suite and internet should be used. Mobile phones are not routinely allowed on the college site and staff should be alert to the dangers of distributing their own mobile number or e-mail address and the risks in using social networking sites.

Working with parents and the local community

Children may make disclosures to parents at home or parents may notice changes in behaviour that are not evident in college. Parents should feel confident that they can come to college with their concerns and speak to either the class teacher or senior member of staff.

Actions should be agreed at this meeting and parents should be given feedback as to the outcome. They should also be encouraged to make further contact if the difficulty does not appear to have been addressed or the behaviour is being repeated.

We would always prefer that difficulties in relationships between children were sorted out in college and would discourage parents from intervening themselves.

Parents are provided with information about how to spot bullying and the behaviour policy at the beginning of the year.

Working with outside agencies

ABC (Anti-Bullying in Cornwall) are a multi-agency team who offer resources and support about bullying in Cornwall. ABC offer specialised support and guidance to those who participate in bullying type behaviour. The team also support young people that are victims of bullying. The college works with ABC on a referral basis.

Special needs

Children with specific special needs may be particularly vulnerable to bullying activities. Staff should be vigilant for any changes in their behaviour and should provide regular opportunities for them to discuss any worries they might have. Circle time discussions can provide opportunity for children to share the responsibility of looking after one another.

In some cases the case history of children may result in them exhibiting tendencies towards bullying behaviour. Where this is the case support should be provided for both the bully and the victim and opportunities sought to break the cycle that can result. Where children have experienced significant bullying at home, this can appear to be an acceptable way to behave. This does not excuse bullying behaviour but can help explain its origins. We are committed to ensuring that students with SEN and looked-after children are not excluded as the result of being involved in bullying incidents.

Equal opportunities

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that staff keep an open mind when dealing with allegations and should be confident of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully, where insufficient proof is available.

Monitoring and evaluation

This policy will be due to be reviewed in one year or earlier if legislation or practice should change significantly in the meantime.

The success of this policy is monitored through the number of incidents of bullying and harassment that are recorded. Of specific concern are any incidents which are repeated.

Linked policies

Acceptable Use policy
Behaviour policy
Health and Safety policy
Diversity policy

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