

Anti-bullying Policy

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This Policy is inline with:

- **Department for Education:** Preventing and tackling bullying. Advice for headteachers, staff and governing bodies.
- **Keeping Children Safe in Education** (Statutory guidance for schools and colleges)

Introduction

At Eggbuckland Community College, we are committed to fostering a safe and supportive environment where every student is valued and respected. Our school takes a firm stand against bullying in all its forms, promoting a culture of kindness, empathy, and inclusivity. We encourage acceptance of all students, embracing their unique identities, backgrounds, and experiences. Through our proactive approach, we challenge any behaviours that mistreat or harm others, ensuring that our community is a place where everyone can thrive without fear of discrimination or bullying. Together, we work to build a positive and welcoming atmosphere where every individual feels empowered to be their authentic self.

It is our expectation that students can help to develop the ethos of speaking about incidents of bullying, without fear or reprisals and that anything will be dealt with promptly and effectively. We encourage students to be upstanders and not bystanders and to report any bullying that they witness.

Objectives of this policy

1. All staff, students and parents should have an understanding of what bullying is.
2. All staff should know what the college policy is on bullying, and follow it when bullying is reported to them.
3. All students and parents should know what the college policy is on bullying, and what they should do if bullying arises.
4. As a college we take bullying seriously. Students and parents should be assured that they will be supported when bullying is reported.
5. Fully demonstrate that bullying will not be tolerated at Eggbuckland Community College.

Definition of bullying:

There is no legal definition of bullying, but the Department for Education (DfE) defines bullying as behaviour by an individual or group, repeated over time, that is intended to hurt or harm another individual or group, either physically or emotionally

Creating a culture to prevent bullying:

While recognising that bullying happens in all schools and within the wider community, parents/carers and students at Egguckland Community College are encouraged to report incidents of bullying to any member of staff as soon as possible, and be confident that action will be taken as per the college procedures set out in later in this policy to deal effectively with the victims of, and those responsible for, acts of bullying.

Education to prevent bullying will be provided to all students during their time at Egguckland Community College and appropriate behaviour will be reinforced during lessons and around the college site. Egguckland Community College communicates its stance on bullying to all students via our Personal Development and Well-being curriculum, assemblies, tutor programme, college website, and social media pages and day-to-day staff student interactions/conversations.

Egguckland Community College communicates its stance on bullying to all parents by publishing this policy on the college website, and updating parents via letters, emails and our social media pages as well.

Curriculum opportunities are used to address bullying through:

- Subject areas such as Well-being
- Personal Development curriculum
- A contextual and reactive pastoral and assembly programme, to include events such as: National Anti-Bullying Week, National Safer Internet Day, Student Mental Health Week etc.
- Presentations and workshops from outside agencies and specialists • Peer Mentoring and Anti-bullying ambassador schemes
- Student Leadership Programme
- The College 'Upstander not a Bystander' campaign.
- The College's character curriculum- instilling the values of Tenacity, Integrity, Compassion and Knowledge. This is done through the rewards system and marketing around the College in and out of classrooms.
- Reading programme during tutor time

Bullying and our T.I.C.K values

Bullying has significant relationships with tenacity, integrity, compassion, and knowledge, both in terms of how these qualities can be affected by bullying and how they can play a role in addressing it.

Tenacity

- **Impact on Victims:** Bullying can either undermine a victim's tenacity, making them feel defeated and less willing to persevere in the face of adversity, or it can strengthen their resolve to overcome challenges.
- **Role in Overcoming Bullying:** Tenacity is crucial for both victims and those working to combat bullying. Victims need tenacity to endure and recover from bullying experiences, while advocates and bystanders need it to persist in their efforts to stop bullying and support victims.

Integrity

- **Impact on Victims:** Bullying can challenge a person's integrity, as victims might struggle to maintain their sense of self-worth and moral principles under stress and manipulation.
- **Role in Addressing Bullying:** Integrity is essential in addressing bullying. Bystanders, teachers, and authorities need to uphold ethical standards and stand against bullying behaviors. Integrity involves honesty and fairness, which are crucial in creating a safe and respectful environment.

Compassion

- **Impact on Victims:** Bullying can erode a victim's sense of compassion, potentially leading them to become more defensive or even aggressive as a coping mechanism.
- **Role in Prevention and Support:** Compassion is key to preventing and responding to bullying. It drives people to empathize with victims, offer support, and create inclusive environments. Educating individuals about compassion can reduce the prevalence of bullying and encourage a supportive community.

Knowledge

- **Impact on Victims:** A lack of knowledge about bullying and its effects can leave victims feeling isolated and powerless. Education about bullying can empower victims and their peers to take appropriate action.
- **Role in Combatting Bullying:** Knowledge is critical for understanding the dynamics of bullying, recognising signs, and implementing effective strategies to prevent and address it. Educators, parents, and students equipped with knowledge about bullying can better identify, prevent, and respond to bullying incidents.

As well as our values it is important to acknowledge that we also champion British Values and understand of how these link to bullying:

- Mutual respect
- Democracy
- The rule of the law
- Individual liberty
- Tolerance of those of different faiths and beliefs (diversity)

Understanding what bullying is

Types of Bullying

1. Bullying related to race, religion or culture
2. Bullying related to special educational needs or disability
3. Bullying related to appearance or health conditions
4. Bullying related to sexual orientation – homophobic abuse
5. Bullying of Young Carers, children in care or due to home circumstances
6. Sexist or sexual bullying
7. Bullying related an individual's identity or personality

Bullying and bullying behaviours can take the form of:

Verbal

- Deliberate, unkind and persistent remarks.
- Disablist, racist, sexual or homophobic name calling.
- Being hurtful about someone's appearance.
- Name calling, sarcasm, persistent teasing.
- Making sexual comments.
- Making inappropriate comments regarding faiths and beliefs.
- Making comments about a person's country, culture, religion or appearance.
- Includes making hurtful comments because of, or an assumption about, a person's sexual orientation.
- Commenting or slandering parents or other relations/friends and spreading rumours based on their protected characteristics.

Emotional

- Spreading hurtful rumours.
- Writing graffiti or using images/offensive materials.
- Tormenting, humiliating.
- Excluding someone and leaving them out on purpose.

- Threats of emotional blackmail

Theft/Damaging property

- Taking someone's bag deliberately and breaking it.
- Malicious damage to property e.g. pencil case, uniform etc...

Physical

- Pinching, punching, pushing, kicking and hitting.
- Any violence that is done on purpose to others.
- Any physical activity which makes others feel threatened or intimidated.
- Inappropriate touching.

Written/On-line bullying

- Any insults contained in note-passing, threatening letters or graffiti,
- The use of ICT, particularly mobile phones and the internet, deliberately to upset someone else.
- Misuse of technology including social media to carry out any other types of bullying.
- Hurtful, harmful messages sent from individuals and groups

Signs and Symptoms (general) A child may indicate by signs of behaviour that they are 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 school doesn't want to go on the school/public bus begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (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 do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or 'go missing' asks for money or starts stealing money to pay bully has dinner or other monies continually 'lost'. • Has unexplained cuts or bruises.
- Becomes aggressive, disruptive or unreasonable.
- Stops eating

Signs and Symptoms (in College)

- Sudden changes in behaviour or demeanour of students near to others.
- Sudden gatherings or flows of students in one or two directions.
- Sudden dispersal of groups of students when staff approach.
- Increased evidence of heightened tensions e.g. students look cagey, are embarrassed, shout, make poor eye contact and are wary of staff.
- The student regularly arrives early/late at College or to the lesson.
- The student makes excuses not to go to certain areas or classes.
- Attendance is poor. May follow a specific pattern throughout the week.
- Delay in the student leaving the lesson, offering to do odd jobs etc.
- The student may loiter near safe places at break times.
- The student's attitude to College/ lesson/teachers/staff may change.
- The student doesn't want to go to College, use public transport/College bus.
- Changes to their usual routines.
- The student starts to lack confidence.
- The student asks for/steals money.

- The student starts to bully others.
- The student makes themselves sick.
- The student is frightened to say what's wrong.

This is not an exhaustive list. These signs and behaviour could indicate other problems, but bullying should be considered a possibility and should be investigated. Much bullying can be performed in very subtle ways and those who exhibit bullying behaviours are frequently adept at changing the emphasis of a situation when a member of staff approaches. Some young people who bully are socially highly skilled and popular and may not know that their behaviour is that of a bullying nature. These situations are exacerbated by the fact that many young people being bullied believe that it is their fault and become very fearful of speaking to members of staff or other adults.

College procedures

The school recognises that bullying is never acceptable and will follow the procedures as outlined below:

1. Incidents of bullying should be reported immediately to any adult on the staff who in turn will report the matter to the appropriate Pastoral team and tutor either in person or via CPOMS.
2. All students will be listened to, and individual issues understood. The college provides opportunities for students to report bullying so that they are assured that they will be listened to and the incident acted on.
3. Staff will take appropriate action on information given. It will be the professional judgement of senior staff to determine the nature of the problem and the appropriate level of response and course of action.
4. In most cases written accounts of the incident will be taken through discreet interviews where necessary and following investigation, the incident will be dealt with appropriately.
5. Incidents of bullying will be recorded on CPOMS by type and outcome and is monitored by Senior Leadership and the College Principal. This data is used for monitoring and evaluation and is shared with the trustees.

A variety of appropriate strategies may be used to deal with reported incidents:

- Apology from bully to victim (verbal/written).
- Discussion of victim's own behaviour leading up to the incident (incidents are not always clear cut).
- Positive steps to be taken with bully to encourage improved behaviour.
- Monitoring of bully after incident to see any repeated behaviour.
- Counselling/Pastoral mentoring of victim/bully.
- Parents /carers will be contacted.
- Implement disciplinary sanctions, including detentions/suspensions.
- Record incidents of bullying according to type on CPOMS and use this data to monitor incidents of bullying in the school.
- Use specific organisations and resources for help with problems.
- Work with the wider community such as the police and children's services where bullying is particularly serious or persistent and when a criminal offence may have been committed

Responsive timeline to parental concerns

When Parent/carer registers a complaint with the College about an incident the College will respond (usually that day) but will always be within 2 working days.

During this period statements will likely be gathered in relation to the incident and if appropriate parents invited into the College to discuss actions taken. All action taken is logged and check ins with victims always take place after action has been taken by the College.

The law and statutory guidance with respect to bullying

The Equality Act 2010

Under the Equality Act 2010, new duties on schools and other public bodies came into force from April 2011. The Act strengthens and simplifies existing equality legislation. The Act brings together existing duties not to discriminate on grounds of race, disability and gender which schools are already bound to comply with, and it extends these to

include duties not to discriminate on the grounds of age, sexual orientation, religion or belief, or gender re-assignment. It places a requirement on governing bodies and proprietors of schools to eliminate discrimination and promote equal opportunities.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the student who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying. This is also raised in 'Keeping children safe in education- Statutory guidance for schools and colleges 2018'. Where it states that staff should be aware that safeguarding issues can manifest themselves via child on child abuse. Staff should read this policy in conjunction with the college 'Child protection and Safeguarding policy'.

Criminal Law

Although bullying is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. If school staff feel that an offence may have been committed, they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender

Bullying incidents – response flowchart

