

COWLEY INTERNATIONAL COLLEGE



Anti-Bullying Policy

Status	NON-STATUTORY
Responsible Governors' Committee	Pupil Behaviour & Wellbeing
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Responsible Person	Assistant Head (Head of Behaviour & Attendance)
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Anti-Bullying Policy

Anti- Bullying Policy Statement

The aim of the Cowley International College anti-bullying policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All stakeholders and members of the community, including governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the school policy on bullying. Therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it from occurring in the first place. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

This policy is available on the school website, on the school staff network and by request from the Business Manager.

This policy should be read in conjunction with the school's policies on Equal Opportunities, Code of Behaviour, our PSHE schemes of work and Spiritual, Moral, Social and Cultural development of pupils.

The policy has regard through significant requirements to the relevant legislation and current DfE Guidance – Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies (July 2017).

Definition of Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time that intentionally hurts another pupil or group of pupils physically or emotionally. It is likely to be difficult for those being bullied to defend themselves, and is often motivated by prejudice. Examples of unacceptable behaviour include,

- Physical (including sexual) assault.
- Verbal abuse, by name calling, teasing or making offensive remarks.
- Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social websites, mobile phones, text messaging, photographs, video and e-mail.
- Indirect emotional tormenting by excluding from social groups or spreading malicious rumours.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focuses on disabilities or other physical attributes (such as hair colour or body shape) or any reference to Special Educational Needs or Disability.

The seriousness of bullying cannot be emphasised enough. Bullying is among the main concerns that parents have about their children's safety and well-being at or on the way to and from school. Bullying is also a main concern of children and young people themselves. Bullying makes the lives of its victims a misery; it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a life-long negative impact on some young people's lives. At worst, bullying has been a factor in pupil suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All pupils deserve the opportunity to be helped to understand what acceptable behaviour is. Pupils are educated through PSHE lessons, assemblies, and drama to raise awareness, with discussions of differences between people and the importance of avoiding prejudice. There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed they should seek assistance from the police.

Anti-Bullying Procedure

(From this point the term 'Head of School' refers to all Heads of School and Head of Behaviour & Attendance).

What to look for

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Members of staff, and all members of the community, should be alert to the signs of bullying. Surveys have shown that in the vast majority of bullying incidents, MOST people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to take action.

What to do

A school's response to bullying should not start at the point at which a child has been bullied. The core principle of the Cowley International College anti-bullying policy is to follow the rule '**Tell Tell Tell**'. To prevent bullying and take action against any incidents of bullying it is the responsibility of all students and staff to share their concerns and to be clear in their own minds what action to take should cases arise:

If you are the victim

1. If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
2. Share your feelings with someone else.
3. If possible, talk to a member of staff, your Form Tutor, your Year Team about the incident. If you would rather not go straight to a member of staff, talk to your friends; talk to older brothers and sisters, a mentor or one of the Prefects or any trusted adult. They may well be able to advise on an appropriate course of action, or will be able to involve other people who can.
4. There are other methods to report bullying issues that do not require you to speak to someone if this is what you prefer. You can report bullying via the 'SHARP' page (link on the website) or by using the 'Bullies Out' postbox (by the Atrium Steps).
5. There are also people outside the School who would be willing to help, e.g. Childline: 0800 1111.

Procedure if a pupil should witness bullying behaviour

1. Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
2. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.
3. Accompany the victim to a trusted adult, or suggest that you see their Year Team or Form Tutor on their behalf.
4. If you have ongoing concerns you must talk to a trusted adult yourself to ensure the appropriate course of action is taken.

Procedure for members of Staff should you witness an incident of bullying or it is reported to you

1. Reassure and support the pupils involved.
2. Advise them that you are required to pass details on to the relevant member of the guidance team. (Year Team, Head of School).
3. Report the incident electronically via SIMS

Procedure for members of Staff should you have 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'

1. Reassure and support the pupils involved.
2. Advise them that you are required to pass details on to the safeguarding lead.
3. Report the incident to the designated safeguarding lead.
4. Safeguarding lead to report the incident to the local authority children's social care team and work in conjunction to take appropriate action.

Procedure for Head of School should they feel a criminal offence has been committed

1. Report the incident to the Safer School Police Officer (SSPO).
2. Work in conjunction with SSPO to take appropriate action.

Procedure for bullying which occurs outside school premises

1. Reassure and support the pupils involved.
2. Advise them that you are required to pass details on to the relevant member of the guidance team. (Year Team, Head of School).
3. Report the incident electronically via SIMS
4. The Head of School should consider whether it is appropriate to notify the police or other appropriate external agencies of the action taken against a pupil.

Procedure for members of staff who are made aware of incidents of cyber-bullying.

1. Reassure and support the pupils involved.
2. Advise them that you are required to pass details on to the relevant member of the guidance team. (Year Team, Head of School).
3. Report the incident electronically via SIMS.
4. On authorisation from the Head of School seize the electronic device.
5. Examine data or files and delete where there is good reason to do so.
6. Inform parents/guardians to come into school to collect the electronic device.
7. If, on examination of the electronic device, there is reasonable ground to suspect it contains evidence in relation to an offence the Head of School must give the device to the police as soon as is reasonably practicable. Material on a device that is suspected to be in a relation to an offence must not be deleted.

What will happen?

The victim will be interviewed by their Year Team, on their own, and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them. The victim is also given the opportunity to discuss her/his own reactions and behaviour towards the bully. The victim is given support and advice and counselling is suggested if deemed appropriate.

Once the Year Team are clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them.

Details of the incident will be recorded on all the pupils' files. The Head of School is copied in so that it can be recorded as a bullying incident. The Year Team will decide on an appropriate course of action. In the first instance the Year Team will interview the pupil or pupils whose behaviour has caused distress and give them a formal bullying warning, making it clear that any further incident (or discussion about the current incident) would be considered to be further bullying. It will be made clear why the behaviour was

inappropriate and unacceptable. Support and counselling will be offered. A suitable punishment will also be given.

If the Year Team decides it is appropriate, or it is a pupil's second offence, the Head of School will become involved and the parents of the perpetrator(s) will be informed by letter or telephone. The following sanctions may be applied in accordance with the school behavioural policy.

- **Formal School Warning from the Head of School**

The respective Head of School will speak to the pupils involved and will contact the parents or carers giving details of the offence and inviting them in to school to discuss the matter and to be present when their child is given a Formal School Warning. Their support for the school's actions should be enlisted if possible.

- **Internal Exclusion** at the Head of School's discretion.
- **Off-site Exclusion** at the Head of Schools discretion.

These are minimum sanctions; in very serious cases as stated above, it may be necessary to make a report to the Police or Social Services. However, it is the policy of the school to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

Intervention – Support for pupils who are bullied

The school has a responsibility to support all children who are being bullied and where appropriate make provision for their needs. The level of support offered will be dependent on individual circumstance. Examples of support may include a quiet word or mentor support from a member of the year team that knows the pupil well, referring parents/guardians on the Cowley Parenting Teens Advice and Support Sessions and when required referring the student to external agencies such as CAMHS.

Intervention – Where bullying has a severe impact

In some cases the consequences of bullying may impact on a young person's ability to learn. In such cases the school will support the young person by making use of the Student Support Unit and where appropriate look at making alterations to the student's timetable. In extreme cases where it is not possible to reintegrate a pupil back into school, then other arrangements will be sought such as the transfer to another mainstream school or alternative educational setting.

Intervention – Supporting staff who are being bullied

Through staff training and the staff Mental Health and Wellbeing program the school will raise awareness on the procedures to prevent and tackle bullying towards staff members, whether by pupils, colleagues or parents. In particular the school will advise staff on how to protect themselves from cyberbullying and the procedures to tackle this if it occurs.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different to themselves. The school will raise the awareness of staff through training and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The key points from this policy will be prominently displayed on school notice boards and will be discussed with pupils during Form Tutor led sessions. Anti-bullying will feature as a discussion point for student committees and feedback will be taken to School Council. It will also be revisited as necessary during PSHE sessions to all years and reinforced in other areas of the curriculum as the opportunities present themselves e.g. drama, physical education. Opportunities will also be sought during the Cowley Parenting Teens Advice and Support Sessions to allow parents to contribute to the school's actions to prevent bullying.

Annual pupil surveys will be used to facilitate an understanding of the level and type of bullying that pupils might have experienced.

Incidents of reported bullying will be followed up by Year Teams to monitor that the problem has been resolved. The record of bullying offences will be reviewed by the Head of School and the guidance teams regularly at meetings to watch for patterns and check that the policy is effective.

We are absolutely confident that the vast majority of Cowleians will agree with our sentiments on Bullying. It is our intention to identify and take action against those who do not.

References

DCSF Safe to Learn, Embedding anti-bullying work in schools.
DfE Guidance – Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies (July 2017).

Further sources of information

Other departmental advice and guidance you may be interested in

DfE Behaviour and Discipline in Schools Guidance

Mental health and behaviour in schools advice for school staff

Counselling in schools a blueprint for the future: advice for school leaders and counsellors

Keeping Children Safe in Education (KCSIE)

Working together to safeguard children .

Legislative links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards) (England) Regulations 2014

Power to tackle poor behaviour outside school The Equality Act 2010 .

Specialist organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here.

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.

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.

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 2011. 17.

Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

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.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying. 18

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young peoples mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues .

Race, religion and nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

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.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.
Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.
Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.