



# COWLEY

INTERNATIONAL COLLEGE

## **Anti-Bullying Policy 2024/25**

Status	NON-STATUTORY
Responsible Governors' Committee	Pupil Behaviour & Wellbeing
Date first approved by GB	Spring 2022
Responsible Person	Assistant Principal (Behaviour & Inclusion)
Review Date	Autumn 2024
Ratified Date	Spring 2025

## **Aim**

The aim of the Cowley International College anti-bullying policy is to help members of the college community to deal with incidents of bullying should they occur and, even more importantly, to prevent them from occurring in the first place. All stakeholders and members of the community, including governors, teaching and non-teaching staff, students and parents should have an understanding of what bullying is as it is everyone's responsibility to report any incident of bullying that comes to their attention to ensure that we can all operate in a supportive, caring and safe environment.

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

This policy should be read in conjunction with the college policies on Equal Opportunities, Behaviour policy, our PSHE schemes of work and Spiritual, Moral, Social and Cultural development of students.

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).

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## Introduction

Keeping Children Safe in Education (KCSIE) 20224 states that 'Child-on-child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse').
- Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment.
- Abuse should always be treated seriously and never just dismissed as a part of growing up. At Cowley we recognise that bullying is a safeguarding issue which can significantly impact on those being bullied.
- This policy has been developed in consultation with staff, governors, students and parents. It is reviewed and updated every year.

## Definition

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

## Methods and Practices of Bullying

The following are some examples of the many different forms of bullying, but do note that this is not an exhaustive list:

- Physical - For example, kicking, hitting, spitting, pushing, taking and damaging belongings, or threatening to do any of these things.
- Verbal - For example name calling, taunting, threats, offensive or discriminatory remarks, whether about people or objects.
- Indirect, emotional or relational - For example, spreading hurtful and untruthful rumours or nasty stories, gossiping, excluding from social groups, forcing someone to do something against their will, tormenting, "dirty looks", or producing offensive graffiti.
- Cyber - For example, sending offensive text messages, using pictures or video clips (eg of upskirting), Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to students or staff of the school. 'Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself'.
- Prejudice-related - For example, bullying or harassment that is homophobic, gender based, sexist, sexual, racist or discriminating against religion, Special Educational Needs, disabilities, health conditions or a person's home circumstances, such as being looked after, or caring for a family member. This includes actions or language that discriminates against people for any of these reasons, or other reasons relating to a person's identity.
- Sexual - For example inappropriate or unwanted physical contact, verbal comments or cyber messages of a sexual nature.

## Off-Site Bullying

The College takes seriously the welfare and conduct of its students outside of College and will respond supportively to any information it receives about bullying outside school, for example in journeys to and from school, in after school activities, or through use of technology such as the internet or mobile phones outside of school hours.

The Education and Inspections Act 2006 gives Headteachers the power: "to such an extent as is reasonable to regulate the behaviour of students when they are off the school site (which is particularly pertinent to regulating cyberbullying)".

To help prevent and reduce bullying off-site, the school will:

- Talk to the local community Police Officer about known problems.
- Talk to the Headteachers of other schools whose children may be involved in bullying.
- Map out safe routes to school for children.
- Discuss coping and preventative strategies with parents, such as alternative routes and alternative travel arrangements to school.
- Educate students about how to handle or avoid bullying outside the school premises, including cyberbullying and e-safety information.

## Prejudice-Related Incidents

Prejudice-related incidents, including discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies and tolerance will be modelled by all staff.

In particular, we will not accept any derogatory language that is:

- Sexual
- Sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances
- Relating to a person's appearance

## How Bullying Incidents will be Dealt With At Cowley

### **Cowley 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**

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

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.

#### Spotting Bullying Early

A young person may indicate by signs or behaviour that he or she is being bullied. To those who know the young person this may simply be a feeling that 'things aren't quite right'. Parents/carers and students are encouraged to let school know if they see any of the signs below. Staff are trained to be aware of these possible signs and will investigate if a young person:

- Is frightened of walking to or from school.
- Doesn't want to go on a bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school.
- 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.
- 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 person who is bullying).
- Has dinner or other monies continually "lost".
- Has unexplained cuts or bruises.
- Comes home hungry (money / lunch has been stolen).

- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous & jumpy when a cyber message is received.
- Becomes withdrawn and is reluctant to say why.
- Reduces their educational attainment.
- Perceives comments from others as hurtful.
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Setting the ethos of being a 'telling' college – 'Tell Tell Tell'**

A 'telling' college is one where students do inform staff when bullying is taking place. 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 students who feel they are being bullied are to tell us about bullying, we must work together to create an atmosphere of trust. 'Victims' must know that their concerns will be taken seriously and recognise that although investigations may take time, all concerns will be acted upon. We must also make it as easy as possible to report bullying. They must understand that these may result in a number of different outcomes and be familiar with the content of the flow chart on page 11. If this is to happen, then everyone on the site has a responsibility to ensure that we live by our core Cowleian values and that we are all ambassadors for anti-bullying. We want to make it clear that this responsibility includes:

- Promoting an open and honest ethos that ensures that all members of the college community know and agree with our stance on bullying;
- ensuring that all staff exhibit positive behaviours, demonstrate our Cowleian Values and become positive role models to students;
- always treating other people with respect;
- doing nothing that could be construed as bullying;
- doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying, watching a fight;
- reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying;
- engaging students in reviewing and developing our anti-bullying practices;
- analyse available data to ascertain how the college environment and the journeys to and from college can be improved.

## **What to do**

Each year in the autumn term we will teach all our students to take the following action if they feel they are being bullied:

### **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, Team Tutor, your Year Team about the incident. If you would rather not go straight to a member of staff, talk to your friends; the anti-bullying student ambassadors, talk to older brothers and sisters, a mentor 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' post-box (by the Atrium Steps).
5. There are also people outside the college who would be willing to help, e.g. Childline: 0800 1111.

### **Procedure if a student 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 Team 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 any adult who has been made aware of a bullying incident**

1. Phone or email - [enquiries@cowleysthelens.org.uk](mailto:enquiries@cowleysthelens.org.uk) the Head of Year of the student concerned.
2. If a parent does not know who the appropriate Head of Year is they should contact the college on 01744 678 030 and the Receptionist will advise them.

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

1. Reassure and support the students 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 e-mail and in person to the year team
4. Record the incident on Class Charts

### **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 students 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 and complete the safeguarding incident form.
4. If required 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) or contact the Police directly via 999 or 101 (non-emergency)
2. Work in conjunction with SSPO/Police to take appropriate action.

### **Procedure for bullying which occurs outside college premises**

Where incidents that happen outside college are clearly having a detrimental effect on the life of the college, we will investigate these in the following way.

1. Reassure and support the students 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 Class Charts.
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 student.

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

1. Reassure and support the students involved.
2. Advise them that you are required to pass details on to the relevant member of the guidance team. (Designated Safeguarding Lead, Year Team, Head of School).
3. Report the incident electronically via Class Charts.
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 college 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 following a reported incident?**

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, if deemed appropriate it may be applicable to use external support agencies such as Barnardos, or the Mental Health Support team.

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 students' files. The Head of School is copied in so that it can be recorded as a bullying incident. The Year Team will then decide on an appropriate course of action. At our college, sanctions are applied fairly, proportionately, consistently, and reasonably, taking account of any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

In the first instance the Year Team will interview the student or students 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 student's second offence, the parents of the perpetrator(s) will be informed by letter or telephone or alternatively be invited into college.

### **What sanctions we use**

The following sanctions may be applied in accordance with the college behaviour policy.

- **Formal College Warning from the Head of School**  
The respective Head of School will be informed of the incident and the year team will contact the parents or carers giving details of the offence and inviting them into college to discuss the matter.
- **Detention issued** – At the year team's discretion
- **Removal from specific classes** – This will be used if deemed appropriate
- **Internal Exclusion** at the Head of School's discretion.
- **Suspension from the main-site** - at the Head of School's discretion
- **Off-site Suspension** - at the Head of Schools discretion.
- **The ultimate sanction for bullying is permanent exclusion**

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 college 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 students who are bullied**

The college 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 student 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, Barnardo's, Mental Health Support Team.

### **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 college 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 student back into college, then other arrangements will be sought such as the transfer to another mainstream college or alternative educational setting.

### **Engaging with parents and carers**

We believe it is important for our college to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the student being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our college identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

We will

- Allow parents/carers and students the opportunity to have an integral involvement in the writing of the anti-bullying policy;
- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers;
- ensure that all parents/carers know who to contact if they are worried about bullying;
- ensure all parents/carers know about our complaints procedure and how to use it effectively;
- ensure all parents/carers know where to access independent advice about bullying;
- work with all parents/carers and the local community to address issues beyond the college gates that give rise to bullying;
- ensure that parents work with the college to role model positive behaviour for students, both on and offline.

Particularly during a lengthy investigation, or when there is a repetition of bullying, a victim's parents may feel very anxious. It is very important that the investigator and the parents keep in contact, but parents must understand that Team Tutors, Heads of Year and Senior Staff do have other demands on their time. We will always endeavour to ring parents within 24 hours from when incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

### **How we monitor the situation**

Pastoral staff will try to check at regular intervals on the welfare of a student who has been bullied, but we do rely on students reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both students and parents must understand that we cannot take action if we are not made aware.

Pastoral staff will make a follow up call following a reported incident and its conclusion. This gives parents/carers the opportunity to discuss any further concerns and allows a further opportunity for the year team to check on the wellbeing of the student.

### **Raising Awareness**

Some students can be the target of bullying because of the attitudes and behaviours some young people have towards those who are different to themselves. The college will raise the awareness of

different cultures and beliefs through the PSHE, Citizenship and Community and Beliefs curriculum see page 12.

The key points from this policy will be prominently referred to during assembly's and discussed with students during Team Tutor led sessions.

Each year every governor, staff member and student, during anti-bullying week will make a pledge stating how they will contribute towards ant-bullying at Cowley International College.

Cowley International College is committed to allowing a cohort of students to become trained Anti-Bullying Ambassadors through the Diana Award scheme. Along with being a support to students the anti-bullying ambassadors will be integral members of how the anti-bullying policy is promoted throughout the college.

Anti-bullying will continue to feature as a discussion point for student committees and feedback will be taken to School Council.

Cowley International College will continue to be a committed member of the Anti-Bullying Alliance (ABA), representatives from the college will attend the ABA conferences and review resources on how to drive the ethos and rise the importance of anti-bullying through a college

Anti-bullying will be reinforced in other areas of the curriculum as the opportunities present themselves e.g. drama, physical education. Opportunities will also be sought to allow parents to contribute to the college's actions to prevent bullying.

Student surveys will be used to facilitate an understanding of the level and type of bullying that students 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 regularly reviewed by the Head of Behaviour & Attendance to watch for patterns and check that the policy is effective. This will then be discussed at the Pupil Behaviour & Wellbeing Governors meetings.

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).

## Additional Strategies to Support Those Bullied

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly, using the checklist in Appendix A. Students can report it to any member of staff or online in the knowledge that it will be taken seriously and dealt with effectively. If a member of staff feels that they are being bullied, they should report it to their line manager or the Headteacher.

The following strategies are in place to support students and staff who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
  - Providing reassurance that the bullying will be addressed
  - Offering continuous support such as counselling and training to develop self-esteem, assertiveness and confidence
  - The use of specialist interventions and/or referrals to other agencies. Support for young people affected by crime, where appropriate
  - A 'safe place' can be made available
  - A named person of the affected person's choice who can be 'instantly' available for one-to-one support within a confidential relationship
  - The opportunity to meet with the person bullying for a restorative justice meeting if appropriate.
- 
- The following strategies are in place to support and work with students who have been bullying:
  - Discussing what happened with a member of staff, including an exploration of how and why the student became involved, and what they need to resolve the situation
  - Providing reassurance that their needs will be addressed
  - Offering continuous support such as counselling and training to develop self-esteem, empathy, assertiveness and confidence
  - The use of specialist interventions and/or referrals to other agencies
  - A 'safe place' can be made available, e.g. SSU or the Library
  - A named person of the affected person's choice who can be 'instantly' available for one-to-one support within a confidential relationship
  - The opportunity to meet with the person bullied for a restorative justice meeting if appropriate
  - Opportunities to turn their behaviour around including consideration of the student becoming an anti-bullying ambassador if they show an ongoing commitment to engage in education and change their behaviour.
  - In addition, peer support schemes can be used to provide follow up support to either party, such as:
    - Group work amongst peers, led by staff to tackle underlying issues
    - Anti-bullying ambassadors

## Additional Preventative Strategies

### Monitoring and Review

The school regularly monitors levels of bullying through the following measures:

- Recording all incidents
- Follow up after each incident to review effectiveness of response

- Undertaking regular questionnaires and surveys for the whole school community to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy

## Education and Information

Education and awareness-raising about diversity, discrimination and bullying is delivered through:

- The curriculum (Team Time, projects or PSHE sessions), where issues surrounding bullying and any ideas to make situations better can be discussed, for example exploring:
  - o Diversity, acceptance and discrimination.
  - o Why do people bully each other?
  - o What are the effects of bullying on those being bullied, those doing the bullying, and on bystanders?
  - o What can we do to stop bullying?
  - o How students can constructively manage their relationships with others.
- Assemblies where children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place.
- Making national Anti-Bullying Week a high-profile event each year.
- Non-teaching adults available to listen and support students. Close liaison with teaching staff when necessary.
- Drama: can be part of a drama lesson, with role play a powerful vehicle to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Theme for the week: highlighted in Team Time and assemblies.
- ICT lessons covering e-safety and cyberbullying.
- Adults model appropriate behaviour towards each other to students.
- Weekly Student News and termly Newsletter: news and updates about bullying are mentioned periodically in the school newsletter to all students and their parents.

## Other Prevention Strategies

- Trained adults available to listen and support students.
- Introducing playground improvements and initiatives.
- Using praise and rewards to reinforce good behaviour and generate a positive school culture including:
  - o Student Commendations.
  - o Certificates at Assembly.
  - o Letters home.
- Encouraging the whole school community to model appropriate behaviour towards one another.
- Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.

- Extra supervision available to reduce the risk of bullying incidents at particularly vulnerable times such as lunch and break times and the beginning and end of the school day; and in particularly vulnerable areas around school.
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware.
- The School Council meets regularly and can represent students concerns and pass them onto the Senior Leadership Team. It regularly reviews anti-bullying development and procedures.
- An Equality Policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, religious or other identity-based harassment. It states that such harassment will not be tolerated and specifies how the school will respond to any such incidents. This is supported by our Equality Objectives, which are reviewed and updated regularly.
- Staff use restorative approaches to help resolve issues where appropriate.

### **Where Students and Parents / Carers can find more Information**

The contents of this policy are brought to students' attention at the start of each school year. It is also discussed with the School Council. Parents / Carers: Parents / carers should contact their child's Team Tutor if they suspect bullying is going on.

If they are unhappy with the way it is dealt with, or wish to make a complaint, they should follow the College's complaints procedure. Comments from parents / carers will be welcomed and it is expected that all parents/carers will support the school in maintaining these standards. This anti-bullying policy is available on our school website.

### **Other Relevant Policies and Documents**

- Cowley School Child Protection & Safeguarding policy.
- Cowley School Behaviour for Learning policy, including Sexual Abuse and Harassment policy.
- Cowley School Equality policy.
- Cowley School Equality Objectives.

## Appendix 1:

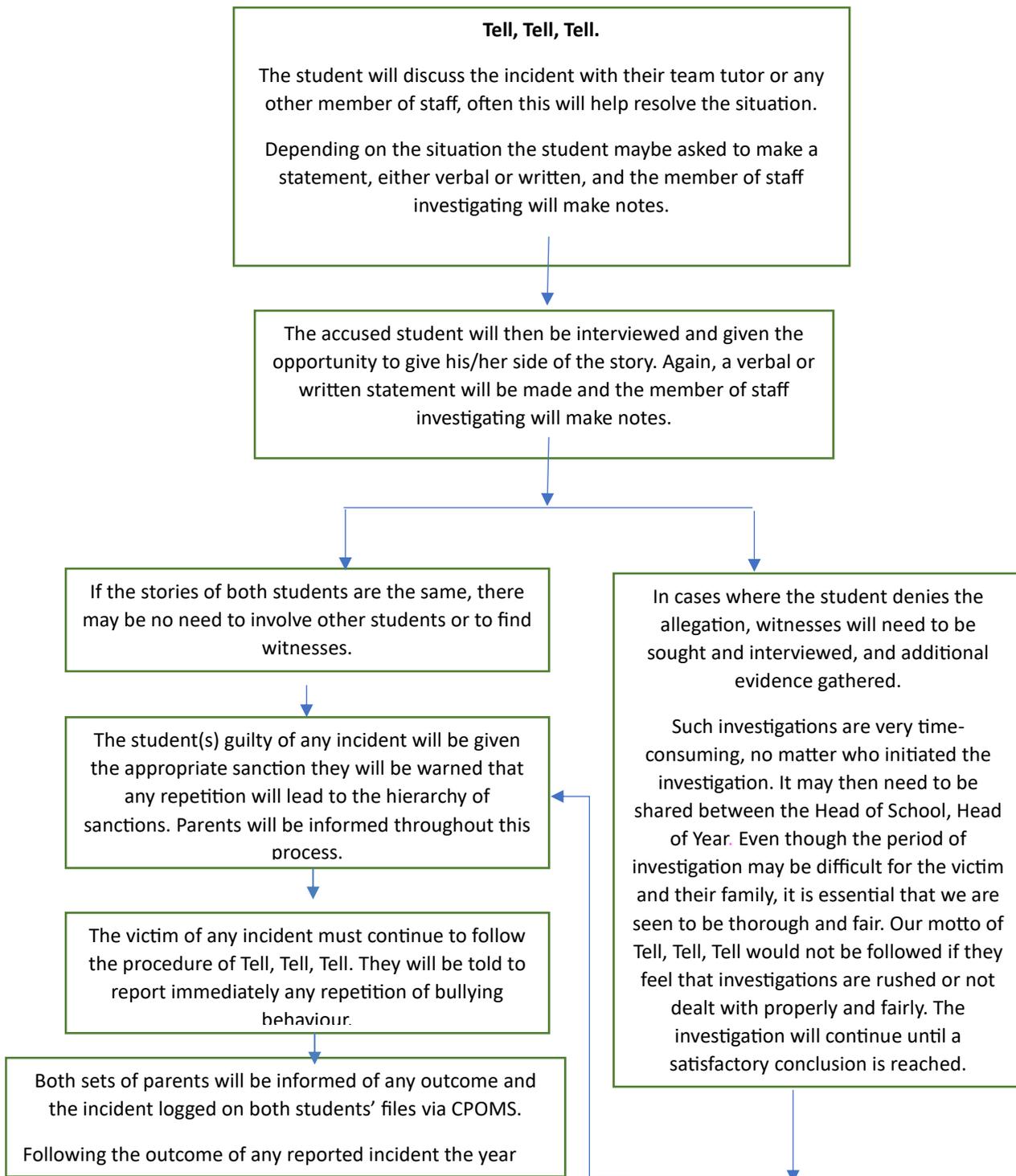
### Checklist for Managing a Bullying Incident

NB: Follow the interview guidelines below for all parties

1. Young person tells you he/she is being bullied or incident is observed
2. Report to a Head of Achievement, Year Coordinator or a Senior member of staff
3. Ensure that an appropriate adult meets with the target of the bullying.
4. Follow interview guidelines and record.
5. Listen to other young people who may have observed the incident. Follow interview guidelines and record.
6. Ensure that appropriate adult meets with the young person alleged to be responsible. Follow interview guidelines and record.
7. If there is evidence or admission of bullying, issue appropriate sanctions following anti-bullying policy and behaviour policy. If you are using a restorative approach provide opportunity for young person to reflect and consider how they might make amends.
8. Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support
9. Inform the young person responsible of outcomes and actions taken, Keep them informed throughout. Provide on-going support
10. Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.
11. Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.
12. Where a criminal offence may have been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so.
13. Consider what additional input is required in terms of: work with class or year group, assembly, individual or group work with young people concerned, referral to outside agencies etc.
14. Monitor the situation and review with all parties to ensure the bullying has stopped.
15. Review how successful your approach has been. What additional preventative measures need to be in place?
16. If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned

## The Process Flowchart

### Tell, Support, Investigate, Inform, Educate, Check



During an investigation, it is likely that the alleged victim will feel vulnerable, particularly at breaks, lunchtimes and the end of college. They will be offered protection at such times, in the form of the Student Support Unit. Alternative arrangements for break and lunch can be arranged.

If required the victim and the perpetrator maybe referred to a range of internal and external support such as our Mental Health and Wellbeing Co-ordinator, Teenage Advice Zone, Banardos, CAMHs, Mental Health Support Team.

<p>Year 7</p> <p><b>Respect:</b> What is respect and how do we demonstrate it when we interact with others. An introduction to what discrimination is and what protected characteristics are.</p> <p><b>Peer pressure and consent:</b> An introduction to what consent is and strategies to avoid peer pressure.</p> <p><b>Bullying:</b> An introduction to what it is, the strategies to deal with bullies and the impact it has on mental health.</p> <p><b>Diversity and equality:</b> Pupils will understand what LGBTQ+ stands for and how to avoid stereotyping, prejudice, and discrimination.</p> <p><b>Online safety:</b> How to avoid the common pitfalls of giving away too much information online.</p> <p><b>Healthy relationships:</b> An introduction into what a healthy relationship looks like, with a focus on friendship.</p>	<p>Year 9</p> <p><b>Eating disorders:</b> knowledge on all topics is a priority, but strategies on how to deal with and understand them relates to the prevention of bullying.</p> <p><b>LGBTQ+ and gender reassignment:</b> Increasing awareness of LGBTQ+ community and challenging bullying.</p> <p><b>Bad relationships:</b> how to recognise pressure, coercion, and exploitation in romantic or sexual relationships and to know the different services available and how to access them.</p>
<p>Year 8</p> <p><b>Freedom of speech and tolerance:</b> How to voice opinions and beliefs in a constructive, effective, respectful and meaningful manner; how to show respect for other's viewpoints on and offline, challenging and critiquing appropriately</p> <p><b>Emotional wellbeing:</b> to understand how others' actions, life events and our circumstances can affect our mental health and wellbeing.</p> <p><b>Digital footprint:</b> safety online and how to combat cyberbullying.</p> <p><b>Forming positive relationships:</b> to identify the qualities and behaviours we expect and exhibit in positive, healthy relationships; to understand diversity in sexual attraction and how assumptions and stereotypes impact on attitudes to sexuality.</p>	<p>Year 10</p> <p><b>Being a good role model:</b> To promote positive behaviour and to avoid negative/bullying behaviours.</p> <p><b>Harassment:</b> to understand what harassment and sexual harassment is and how to recognise and report it.</p>
	<p>Year 11</p> <p><b>Violent relationships:</b> To understand what domestic abuse is, types of abuse, healthy relationships and signs of abuse.</p>

## PSHE, Citizenship and Community and Beliefs Curriculum

<p>Year 7</p> <p><b>What is Citizenship:</b> Understanding what makes a Good Citizen in today's society</p> <p><b>British Values:</b> Understanding what it means to be British today; the Rule of Law, Tolerating and Respecting Diversity, Equal Opportunities for all – what do these mean and why are they fundamental British Values?</p>	<p>Year 9</p> <p><b>The Justice System:</b> Types of law (civil and criminal); the role of the police; types of punishment</p> <p><b>Knowing your rights:</b> Stop and search; arrests; interview and charges; what happens to young offenders; the role of the YOT; the role of Youth Courts</p> <p><b>Being British:</b> British habits and traditions; British achievements; successful Britons and how they link to British Values</p>
<p>Year 8</p> <p><b>Parliamentary Democracy:</b> Understanding how this developed; the role of the monarchy; opinions on the monarchy</p> <p><b>Voting in the UK:</b> Understanding what General Elections are; voting systems in the UK; the role of an MP; the role of the Local Council</p> <p><b>Managing finances:</b> How money can make money; when to spend and when to save; understanding how the economy works and an individual's role within it</p>	<p>Year 10</p> <p><b>Types of government around the world:</b> Democracy and non democracy; what a republic is; the difference between autocracy, oligarchy and anarchy; how democratic parliament works</p> <p><b>Local government:</b> How does it work; how individuals can influence the government; Case Study: Marcus Rashford</p> <p><b>Freedom of the press:</b> What does this mean; why is it important; censorship of the press; Case Study: The Hacking Scandal; privacy versus freedom</p>
	<p>Year 11</p> <p><b>The UK's relationship with Europe:</b> The EU – why it was created and why the UK joined it; Brexit – what happened and why, what was the impact</p> <p><b>The Commonwealth:</b> Members; the role of the organisation; current projects</p> <p><b>The UN:</b> How and why it was created; how it is structured; what is its role; achievements and limitations; current involvement in present day conflicts</p> <p><b>Modern Day Slavery:</b> Types of slavery (child exploitation, forced labour, trafficking, organ trafficking); Government acts to prevent slavery; Refugees – what are they and how are they viewed and treated</p>

Through their studies of RE, pupils will develop their cultural capital through a deep understanding of a wide range of beliefs and worldviews. This is supported by the opportunities provided for pupils

to encounter followers of a range of world faiths. Pupils understand the importance of the values of respect and tolerance for all. This does not mean that we shy away from controversial topics. Instead, through debate and discussion, we encourage pupils to listen carefully to the views of others and to consider how they can sensitively argue for their own viewpoint.

## 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

· Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

· Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)

· Childline: [www.childline.org.uk](http://www.childline.org.uk)

· DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

· DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>

· Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

· Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

· MindEd: [www.minded.org.uk](http://www.minded.org.uk)

· NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)

· PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

· Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)

· The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

· Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

· Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

· Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

### Cyberbullying

· Childnet International: [www.childnet.com](http://www.childnet.com)

· Digizen: [www.digizen.org](http://www.digizen.org)

· Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)

· Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

## **LGBTQ**

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## **SEND**

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

## **Racism and Hate**

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)