

COWLEY INTERNATIONAL COLLEGE



Anti-Bullying Policy

Status	NON-STATUTORY
Responsible Governors' Committee	Pupil Behaviour & Wellbeing
Date first approved by GB	Spring 2022
Responsible Person	Assistant Head (Head of Behaviour & Attendance)
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Anti-Bullying Policy

Anti- Bullying Policy Statement

Unfortunately, incidents of bullying take place in all schools and can continue to occur in adult life. The aim of the Cowley International College anti-bullying policy is to help members of the college community to deal with incidents of bullying when 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).

Definition of Bullying

There is no legal definition of bullying. Bullying is usually described as being behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms:

- physical (hitting, kicking, theft)
- teasing
- making threats
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside college. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone.

Bullying 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.

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 students deserve the opportunity to be helped to understand what acceptable behaviour is. Students are educated through PSHE lessons, Citizenship activities, assemblies, and drama to raise awareness, with discussions of differences between people and the importance of avoiding prejudice.

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.

Setting the ethos of being a 'telling' college

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 investigations take time. 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 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 Banardos, 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 and referred to the Cowley Re-engagement Unit** - 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, Banardos, 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 anti-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 raise 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.

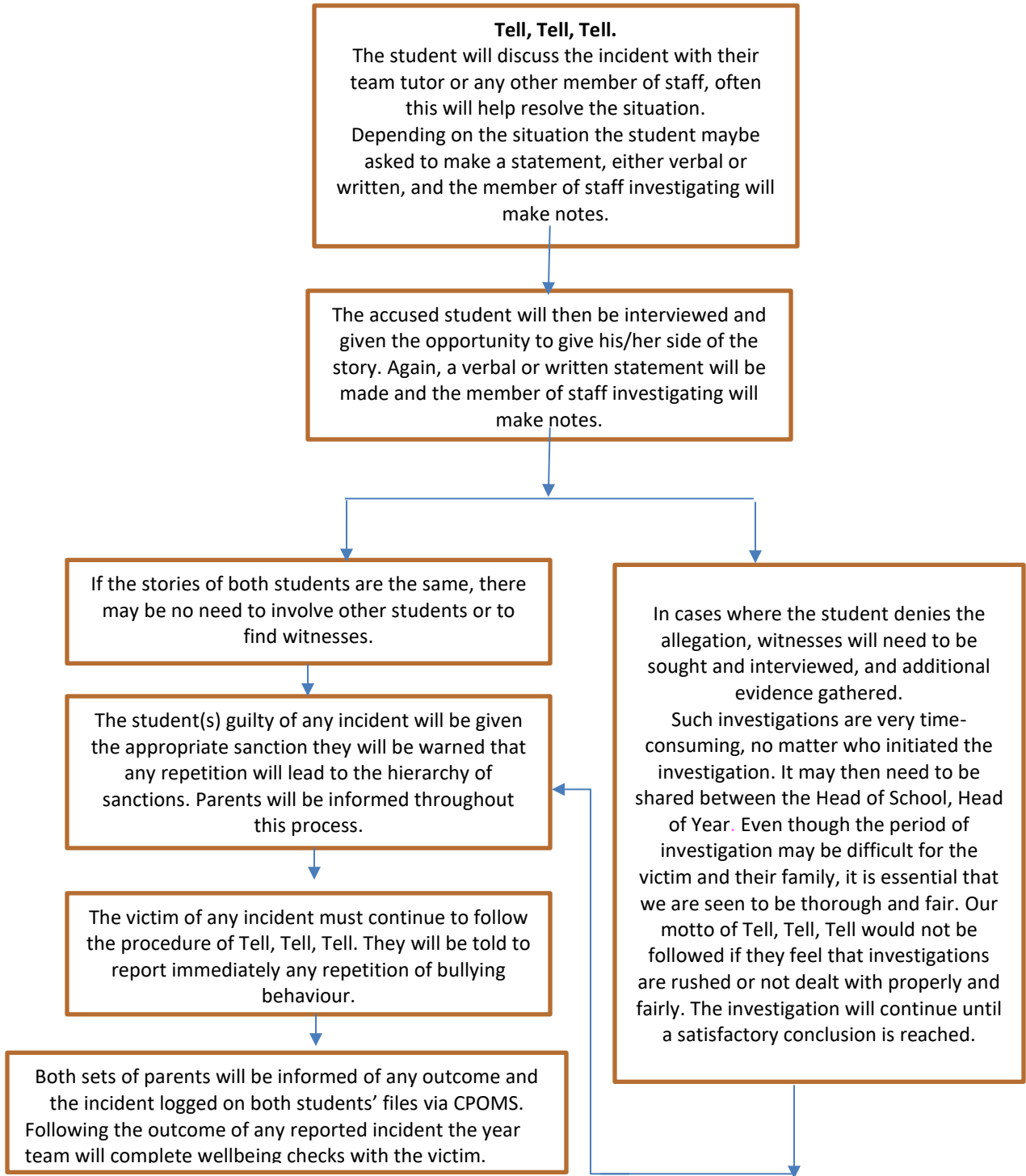
We are absolutely confident that the vast majority of Cowleians will agree with our sentiments on Bullying. It is our intention to identify and take action against those who do not.

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).

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.

PSHE, Citizenship and Community and Beliefs Curriculum

<p>Year 7</p> <p>Peer pressure and consent: An introduction to what consent is and strategies to avoid peer pressure.</p> <p>Bullying: An introduction to what it is, the strategies to deal with bullies and the impact it has on mental health.</p> <p>Diversity and equality: Pupils will understand what LGBTQ+ stands for and how to avoid stereotyping, prejudice, and discrimination.</p> <p>Online safety: How to avoid the common pitfalls of giving away too much information online.</p> <p>Healthy relationships: An introduction into what a healthy relationship looks like, with a focus on friendship.</p>	<p>Year 9</p> <p>Eating disorders: 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>LGBTQ+: Increasing awareness of homosexuality and challenging homosexual bullying.</p> <p>Bad relationships: 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>Freedom of speech and tolerance: 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>Emotional wellbeing: to understand how others’ actions, life events and our circumstances can affect our mental health and wellbeing.</p> <p>Digital footprint: safety online and how to combat cyberbullying.</p> <p>Forming positive relationships: 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>Being a good role model: To promote positive behaviour and to avoid negative/bullying behaviours.</p> <p>Harassment: to understand what harassment and sexual harassment is and how to recognise and report it.</p>
	<p>Year 11</p> <p>Violent relationships: To understand what domestic abuse is, types of abuse, healthy relationships and signs of abuse.</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
- Beat Bullying: www.beatbullying.org
- Childline: 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
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk

- Schools Out: www.schools-out.org.uk

- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk

- Mencap: 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

- Kick it Out: www.kickitout.org

- Report it: www.report-it.org.uk

- Stop Hate: www.stophateuk.org