



**The City of Leicester College**  
A Specialist Business & Enterprise College

# Anti-Bullying Policy

2014

	<b>TO BE REVIEWED BY GOVERNORS' SUPPORT COMMITTEE</b>
Reviewed in	June 2014
Next Review	June 2016

### **One Vision**

To develop an inclusive, dynamic, high achieving learning community, where all students and staff are happy, whilst being supported and encouraged to be ambitious, achieve personal success and make a positive difference to their world.

**Be happy, be ambitious, make a difference.**

### **Four themes**

Teaching and Learning

Experience

Support

Leadership

### **Eight Priorities**

1. Increase literacy levels
2. Identify and address underachievement
3. Teaching and learning is good
4. Create a motivating, inspiring, flexible curriculum
5. *All* students make good progress
6. Good behaviour supports good learning
7. Leadership is good at all levels
8. Make BSF work for us

**Our mission statement for Anti-bullying work:**

**Everybody has the right to feel safe all of the time.**

**Nobody has the right to make others feel unsafe.**

## Named person(s)

Deputy Headteacher (Support) – Hilary Foster

## Who do you contact if you have a concern?

In the first instance students should speak to their form tutor or subject teacher. There is an Achievement Coordinator (ACHco) for each year group who will deal with more serious incidents and a Behaviour Support Worker (Kyah Frederick) who runs the Anti-Bullying Action Team (ABAT) and actively works with students to help resolve issues in school.

These members of staff link with parents and external agencies to support students and increase their confidence to help avoid bullying situations; and when they occur to have strategies in place, including reporting the behaviour.

Students can also raise their concerns with the ABAT or the defeat bullying confidential e-mail address [defeatbullying@cityleicester.leicester.sch.uk](mailto:defeatbullying@cityleicester.leicester.sch.uk)

The named governor link for Anti-bullying is Jackie O'Brien.

## What is bullying?

Bullying is defined as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace. (*Anti-bullying Alliance 2012*)

This can include:

- Cyber bullying e.g. sending abusive texts, e-mails, or messages via social media
- Physical e.g. hitting, punching, kicking, inappropriate touching
- Verbal bullying e.g. name calling, teasing, threatening
- Relational e.g. ignoring, leaving out, spreading rumours or intimidating
- Indirect e.g. stealing, damaging belongings, targeted graffiti

## Definition of “hate crime”.

*Any incident which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate based on:*

***Social class, Sexuality, Race, Disability, Gender, Religion, Physique, Difference.***

## Who gets bullied?

Anyone can become the target of such behaviour. All members of our community are at risk of getting bullied.

## Who bullies?

Any member of the community could be responsible for bullying behaviour: **student-student, student-adult, adult-student, adult-adult**. It is important that as a member of the school community we take care to be respectful to one another and not take part in any behaviour that could be seen as bullying. **It is expected that all adults in our community will model anti-bullying, inclusive behaviours.**

## Proactive strategies

- There is extensive work in supporting students' transition from primary to secondary, including school visits and collection of data relating to peer relationships.
- All students get a clear message that bullying will not be tolerated and that there is always someone in college to whom they can talk. This is reinforced through assemblies and form tutor activities. We always take part in activities during Anti-Bullying week.
- **Students are required to sign our Anti-bullying Charter in their Student Planner at the beginning of each year.**
- The Personal Social Enterprise (PSEnt) programme supports students in developing positive relationships and encourages students to access support; shows them how to assess risk; and how to keep themselves safe.
- We regularly gain the views of our students, staff and parents through evaluation questionnaires and the Anti-Bullying Action Team.
- We continue to develop the work of the Anti-Bullying Action Team so that students can access support and advice from their peers, supported and monitored by a member of College Leadership Team (CLT) as well as the Behaviour Support Worker (BSW).
- The Anti-Bullying Action Team hold lunchtime drop-in sessions every day, in different Hubs, so they are immediately accessible.
- Lunchtime duty staff and the College Leadership team are a visible presence around College at lunch and break times to ensure students feel safe.
- Through the pastoral care systems we are observant and respond to student concerns about friendship difficulties or an incident where a student reports feeling bullied.
- We try to resolve difficulties that arise at an early stage before a bullying pattern is established, through skilful use of no blame and restorative justice techniques. Key staff will include form tutors, ACHco's, Special Educational Needs (SEN), Mentors and Behaviour Support.
- Collect and record information – this is vital and at each stage and **Incident Report Forms** are completed, with actions taken, if bullying is witnessed or reported in order to give a straightforward account of events from all sides.
- Where both parties feel aggrieved students are given a clear message that identified behaviour will be considered to be bullying and reported as such on a student record if there is a **repeat** occurrence. Parents are informed of this as an outcome if there are further incidents.
- We give identified students additional support for dealing with social and emotional issues

### **Reactive strategies**

In a situation where bullying behaviour has been identified there are a number of strategies that will be employed.

- Parents of all students involved will be notified as soon as possible. It is our intention to work together with parents in supporting our students.
- The first time a bullying incident occurs, we will try to use the 'no blame approach'. This focuses on encouraging people to empathise with one another, understanding each others' feelings. At this stage, no sanctions are applied in an attempt to restore or build relationships between those involved. This approach requires those involved to decide on solutions and agree a way forward.
- If this strategy is deemed inappropriate due to the nature of the incident, then students will be withdrawn to behaviour support during social times for a fixed period.
- If bullying behaviour persists a meeting will be held with parents and the student will receive a late school sanction for a fixed period.
- Persistent bullying and refusal to respond to these sanctions may result in a fixed term exclusion **or, in extreme cases, permanent exclusion.**
- **If bullying is deemed to homophobic or racist, this will be recorded separately as a stage 4 incident and appropriate sanctions applied.**
- **Bullying on the way to and from college or outside college hours e.g. cyber-bullying will be treated in the same way as if the incident had occurred in college.**

- Alongside the sanctions, all students involved in the bullying incident will have access to inclusion support.

Colleagues who deal with incidents on a day-to-day basis receive specific training for dealing with bullying incidents on an annual basis. All college staff receive regular training and updates on Anti-bullying work as part of the whole school Effective Professional Development programme, and the induction programme for new staff.

Students are encouraged to act as positive members of the school community. Rewards are given to students who demonstrate consideration for others, and who show empathy and behave in a caring way. On the other hand, students who engage in bullying behaviours will be sanctioned for their actions.

### **Procedures to follow**

#### **Procedure for a student feeling bullied**

##### Several Times On Purpose

##### Start Telling Other People

- Remember the strategies developed through Personal and Social Enterprise
- Speak to your Form Tutor, ACHco, Behaviour Support Worker, Mentor or any adult you trust in school.
- Tell parents or friends and ask them to help you to get things sorted out in school

#### **Procedure to follow if you are a student and witness bullying**

##### Several Times On Purpose

##### Start Telling Other People

Have confidence that bullying will be acted upon and speak up and don't tolerate bullying.

- Don't help the bully by joining in – this often makes things harder to sort out
- Let a teacher or other adult know what's happening
- Try to be a friend to the person being bullied
- Try to be friendly to the bully, but even if you can't be friends, being kind can sometimes help the bully stop bullying

#### **Procedure to follow if you are a teacher and witness bullying or have bullying reported to you. If a student comes to you, you are important to them**

- Provide a time to listen to the student if you are informed that there is a concern
- Be aware of the range of strategies available (Protective Behaviours/Peer support/Mentor/No Blame) and either act yourself or ensure you have passed the concern on to someone who will act on it. (Form Tutor, Behaviour Support, Anti-bullying Action Team or ACHco)
- Follow up on the concerns to see if the student is feeling more confident
- Let parents know that concerns have been expressed and the strategies you will try, to help and support the student.
- Reassure the student that they have been listened to.
- Always challenge comments that are racist, sexist or homophobic so that respect for others becomes the norm.

### **Parents**

If parents become aware of a bullying situation, it is important that it is reported to school staff immediately. In the first instance please make contact with your child's **form tutor**.

If you have general concerns related to Anti-bullying work at The City of Leicester College, please contact the Deputy Headteacher (Support) [Hilary Foster on \(0116\) 2413984 or hilaryfoster@cityleicester.leicester.sch.uk](mailto:hilaryfoster@cityleicester.leicester.sch.uk)

The work of the Anti-Bullying Action Team will be reported to parents and the wider college community through the termly newsletter.

### **Complaints procedure**

If you are unhappy about the way in which an incident has been dealt with, please contact the Deputy Headteacher (contact details above).

### **Reporting, recording and monitoring**

Individual incidents of bullying will be recorded using the school's Behaviour for Learning system and will be logged on the schools management information system ([Progresso](#)). Parents will be notified and students who are responsible for bullying behaviour will be closely monitored over an agreed review period of 2-6 weeks where information will be recorded in a report book which will require a signature from parents, and from the student's form tutor or ACHco. If bullying behaviour persists, then parents will be called to a meeting with relevant staff. Please be aware that bullying behaviour can result in exclusion, dependent on the nature and severity of the specific incident(s).

The occurrence and nature of bullying behaviour is monitored through a number of channels:

1. Individual student evaluation questionnaires
2. Behaviour For Learning data
3. Monitoring of fixed term exclusion data
4. Anti-bullying Action Team

Anti-bullying is a regular agenda item on the Governor's Support Committee where support and challenge is provided in developing this work.

Information is also reported back to the college leadership team who devise appropriate strategies such as supporting specific year groups or form groups as required.

These measures are used to review the effectiveness of the policy and will inform future development to ensure that bullying is dealt with effectively at The City of Leicester College.

### **Consultation and distribution arrangements**

This policy has been drawn up in consultation with the Anti-Bullying Action Team, student council and the Governors' Support Committee. The policy is available to view on the school website.

### **Useful websites:**

[www.digizen.org](http://www.digizen.org)  
[www.beatbullying.org](http://www.beatbullying.org)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
[www.ceop.police.uk](http://www.ceop.police.uk)  
[www.stonewall.org.uk](http://www.stonewall.org.uk)

## **CONTACT LIST 2013-14**

### **Achievement Coordinators**

Year 7 Ms Chapman  
Year 8 Mrs Bhuhi  
Year 9 Mr Cruickshank  
Year 10 Mr Rowe  
Year 11 Ms Nisbett  
Year 12 Mr Wilby

**Behaviour Support Workers:**

Anton Amoo  
Kyah Frederick

**Deputy Headteacher (Support):**

Ms Foster

**Telephone: (0116) 2413984 ext 133**

### Supporting information

Bullying by race, gender, sexual orientation or disability.

**In racist bullying**, a child is targeted for representing a group, and attacking the individual sends a message to that group. Racist bullying is therefore likely to hurt not only the child being bullied, but also other students from the same group, and their families. In the 1999 MacPherson Report, racist bullying was defined as 'any incident which is perceived to be racist by the victim or any other person'.

Racist bullying includes: Verbal abuse by name-calling, racist jokes and offensive mimicry; physical threats or attacks; wearing of provocative badges or insignia; bringing racist leaflets, comics or magazines; inciting others to behave in a racist way; racist graffiti or other written insults — even against food, music, dress or customs; refusing to cooperate in work or in play

**Sexual bullying** has an impact on both genders. Boys are also victims — of girls and other boys. A case of proven sexual assault is likely to lead to the exclusion of the perpetrator. In general, sexual bullying is characterised by: abusive name-calling; looks and comments about appearance, attractiveness, emerging puberty; inappropriate and uninvited touching; sexual innuendoes and propositions; pornographic material, graffiti with sexual content; in its most extreme form, sexual assault or rape Sexual bullying can also be related to *sexual orientation*, including homophobia.. Students do not necessarily have to be lesbian, gay or bisexual to experience such bullying. Just being different can be enough.

**Students with special educational needs or disabilities** may not be able to articulate experiences as well as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific difficulties or disability.

**Information and strategies in place to deal with incidents:**

- An awareness that even young children can understand the consequences of their actions.
- Staff who listen carefully to students and provide opportunities for them to express views and opinions.
- Good relationships and communication with parents.
- Developing Peer mediation and Mentor roles.
- Multi-agency working with CEOP (Child Exploitation and On-line Protection service) police, youth service, Connexions, Time to Talk and others.
- Involve parents and the wider community.
- Explore issues of diversity and difference — discussing what schools and society can do to end discrimination through the curriculum.
- Use single-sex groupings to explore sensitive issues.
- Ensure that the school site is well supervised, paying attention to areas where students may be vulnerable.
- Guaranteeing confidentiality and appropriate advice to students – signposting to counselling.
- Having a curriculum that is Inclusive thus avoiding undue attention to differences between SEN children and others.
- Making classroom activities sensitive to needs.
- Teaching assertiveness and other social skills.
- Teaching children who are being bullied to say 'no' or get help.
- Providing special resource rooms at breaks and lunchtime.