



**THE CITY OF
LEICESTER**
COLLEGE

Anti-Bullying Policy

Approved by:	Governing Body	Date: 18/03/2024
Last reviewed on:	April 2021	
Next review due by:	April 2025	
Chair of Governors:	<i>J S Andrews</i>	

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1. Aims

At TCOLC we believe that everyone has the right to learn in a safe and calm community free from bullying and discrimination. Through our TCOLC Character pillars we teach students the importance of respect, civility and citizenship. This policy will draw upon these core values to illustrate how bullying can be prevented and resolved, in order to facilitate a community which allows students to recognise and accept difference, be ambitious and to make a positive difference.

Policy Aims:

- To work towards the elimination of bullying at TCOLC
- To enable students, staff, parents and governors to understand what constitutes bullying and their specific responsibilities in helping eliminate bullying
- To enable parents to feel confident that bullying will be firmly dealt with by the school
- To inform all members of the school community that bullying behaviour will not be tolerated
- To ensure that we communicate clear messages around anti-bullying and celebrate our differences.

This policy should be read in conjunction with the following policies:

- Keeping Children Safe in Education (2022)
- Safeguarding and Child Protection Policy
- Behaviour for learning policy

2. Definition of Bullying

The Diana Award defines bullying as: **repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.**

This can include:

- **Cyber bullying** e.g. sending abusive texts, e-mails, or messages via social media
- **Physical bullying** e.g. hitting, punching, kicking, inappropriate touching
- **Verbal bullying** e.g. name calling, teasing, threatening
- **Relational bullying** e.g. ignoring, leaving out, spreading rumors or intimidating
- **Racist bullying** – oppressive behaviour perpetrated against another person on the basis of their ethnicity, race, religion or culture
- **Disability bullying** - oppressive behaviour perpetrated against another person on the basis of their disability or special educational need
- **Homophobic bullying** e.g. oppressive behaviour related to a person's sexual orientation including inappropriate use of the word 'gay'

Additional Links

Anti-Bullying Alliance

A coalition of organisations and individuals, working together to stop bullying and create safer environments in which children and young people can live, grow, play and learn. www.anti-bullyingalliance.org.uk

The Diana Award

Inspired by Princess Diana's belief that young people have the power to change the world this organisation provides help, support and resources to empower young people www.diana-award.org.uk

Childnet

Resources for students, parents and teachers and a forum for help and support with internet bullying and internet concerns www.childnet.com

Stonewall

Useful information and links on LGBTQ issues www.stonewall.org.uk

ChildLine

A helpline for children but has useful information and links on bullying. <https://www.childline.org.uk/>

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- **Indirect bullying** e.g. stealing, damaging belongings, targeted graffiti

Some bullying behaviours may break the law and may be reported to the Police by the college in line with our safeguarding responsibilities:

- Violence and assault
- Repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages, sexual harassment and peer on peer abuse
- Hate crimes - 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.

Bullying is not:

- A one-off comment said in anger in which there is no evident power imbalance between the students involved.
- An argument between two students where both have been guilty of similarly offensive or threatening remarks.
- A physical altercation between two students in which both have been willing participants.

Vulnerable Groups

TCOLC recognises that specific groups of students are particularly vulnerable to bullying. These include children and young people with Special Educational Needs and Disabilities (SEND), young carers, Black and Minority Ethnic (BME), those who are, or thought to be lesbian, gay, bisexual, transgender, queer, questioning, intersexual, asexual or pansexual (LGBTQ+). As such, prevention of bullying considers the specific patterns of discrimination these groups face.

3. Prevention

- Extensive work in supporting students' transition from primary to secondary, including school visits and collection of data relating to peer relationships
- All students receive a clear message through assemblies and Character education that bullying will not be tolerated, and that there is always someone in college to whom they can talk to
- The school takes part in activities during National Anti-Bullying week and has subscribed to the Princess Diana Trust, an organisation dedicated to combatting bullying in all its forms
- The Personal Social and Health Education (PSHE) programme supports students in developing positive relationships, encouraging students to access support, showing them how to assess risk, and how to keep themselves safe
- We continue to develop the work of the Anti-Bullying ambassadors (ABAs) so that students can access support and advice from their peers

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- The Anti-Bullying ambassadors are supported and monitored by a member of the Pastoral Team
- Lunchtime duty staff and the College Leadership team are a visible presence around College at lunch and break times to ensure students feel safe
- Support and advice given via The Hive for all students.
- Colleagues who deal with incidents on a day-to-day basis receive annual specific training for dealing with bullying incidents.
- All college staff receive regular training and updates on Anti-Bullying work as part of their on-going professional development and new staff receive relevant training as part of their induction programme.

4. Response

In a situation where bullying behaviour has been identified, a number of strategies are normally employed:

- Parents of all students involved will be notified as soon as possible; we work together with parents, and the community, in supporting our students.
- The first time a bullying incident occurs, we will try to use the 'no blame approach'. The 'no blame approach' focuses on encouraging people to empathise with one another, and understand each other's' feelings
- Sanctions are not always applied at this stage 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 through the mediation/ conflict-resolution process
- If this strategy is deemed inappropriate due to the nature of the incident, then students will be withdrawn during social times for a fixed period, to the HoY office
- If bullying behaviour persists, a meeting will be held with parents and the student will receive an appropriate sanction e.g. a Red Line or a fixed-term exclusion, depending on the nature and context
- 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 be homophobic or racist, this will be recorded separately on Class Charts and SIMS as a Red Line or Exclusion, and appropriate sanctions applied
- Alongside possible sanctions, all students involved in the bullying incident will have access to support from a member of the Pastoral Team. This may include 1-1 mentoring, group interventions or support from the ABAs.

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5. Reporting

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, Head of Year, 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:

- 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 to 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, Head of Year, member of the Pastoral Team)
- 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

In the first instance, students who experience bullying should speak to their **form tutor or subject teacher**.

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There is a **Head of Year** (HoY) attached to Years 7 – 13. They will deal with serious incidents of bullying.

CONTACT LIST

Role	Name	Email
Head of Year 7	Ms S Powell	spowell@tcolc.aspirelp.uk
Head of Year 8	Miss L Bevins	lbevins@tcolc.aspirelp.uk
Head of Year 9	Mrs R Leigh	rleigh@tcolc.aspirelp.uk
Head of Year 10	Miss P Pratt	ppratt@tcolc.aspirelp.uk
Head of Year 11	Miss K Frederick	kfrederick@tcolc.aspirelp.uk
Head of Year 12 and 13	Mr J Rana	jrana@tcolc.aspirelp.uk
Behaviour Support Worker	Miss A Maan	
Senior Deputy Head Teacher (Pastoral & Safeguarding)	Ms J Walton	

Members of the Pastoral Team record all incidents relating to bullying on a central spreadsheet and actively work with students to help resolve issues in college.

These members of staff link with parents and external agencies to support students should the unfortunate event of bullying take place. They will put strategies in place, including reporting, punishment, ensuring the behaviour is recorded, and education.

Several students have been specially trained through the Princess Diana Trust as Anti-Bullying Ambassadors (ABAs) to support students who experience bullying.

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 our Director of Pastoral Mr S Cook, Assistant Head Teacher (Pastoral) Mr W Drury or Ms A Lidbury on (0116) 2413984.

Complaints procedure

If you are unhappy about the way in which an incident has been dealt with, please contact our Assistant Head Teachers in charge of Pastoral Mr Drury or Ms Lidbury (contact details above), the Head Teacher Mr Ken Vernon or in writing to our link anti-bullying governor, Mr J Andrews, via the college address.

Reporting, recording and monitoring

Individual incidents of bullying will be recorded using the college's information management system (SIMS) in terms of sanctions but all incidents are reported in the bullying log. There are separate logs kept for racist and LGBTQ+ incidents.

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Parents/carers of all involved will be notified and students who are responsible for bullying behaviour will be closely monitored over an agreed review period of 2-6 weeks. If bullying behaviour persists, 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 (SIMS)
3. Monitoring of fixed term exclusion data

Anti-bullying is a regular agenda item in the Governors' meetings, where support and challenge is provided in developing this aspect.

Information is also reported back to the College Leadership Team (CLT), 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 Year Group Councils and the Governors' Personal Development, Behaviour and Welfare Committee. The policy is available to view on the school website.

6. Links and Support

Useful websites:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Beat Bullying: www.beatbullying.org

Childline: www.childline.org.uk

The Diana Award: www.diana-award.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Cyberbullying:

Childnet International: www.childnet.com

Digizen: www.digizen.org

Think U Know: www.thinkuknow.co.uk

LGBTQ:

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

Stonewall: www.stonewall.org.uk

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SEND:

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

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

Useful Publications:

Preventing and Dealing with Bullying; 101 top tips for parents (Dr Julia Casey) available via www.futurelinkpublishing.co.uk

Social Media

The City of Leicester College advises all students from Years 7 to 9 not to use any form of social media. There are studies that show the negative impact that the use of social media can have on young people between the age of 10 to 14. We advise parents to not allow their children to use these platforms, in order to safeguard their child's health and well-being.

The college's approach to dealing with issues that occur on social media is that the college will only take into account serious incidents that have an impact on a student's learning. These incidents will be dealt with by the appropriate me.

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