

# The City of Leicester College



## Anti – Bullying Policy

<b>Approved by:</b>	Governing Body	Date: 19.04.2021
<b>Last reviewed on:</b>	Sept 2019	
<b>Next review due by:</b>	April 2022	
<b>Chair of Governors:</b>	J S Andrews	

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## **1. 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.**

**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 (Personal Development) – **Ms Jill Walton**

The named governor link for Anti-bullying - **Mr Naresh Chauhan**

## **2. Who do you contact if you have a concern?**

In the first instance students who experience bullying should speak to their form tutor or subject teacher. There is a Head of Year (HoY) attached to Years 7 – 11 and Achievement Coordinators for Year 12 and Year 13. They will deal with serious incidents of bullying.

We have a behaviour Support Worker who records all incidents relating to bullying and actively works 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 and ensuring the behaviour is recorded.

In addition, our College Prefects play a major role in resolving lower-level incidents of bullying through peer mediation and conflict resolution. Several college prefects have been specially trained through the Princess Diana Trust as Anti-Bullying Ambassadors (ABAs) to support students who experience bullying. The ABAs have written a more 'student friendly' version of this policy which is attached to this document.

Students can also raise their concerns on-line through the 'defeat bullying' confidential e-mail address: [defeatbullying@cityleicester.leicester.sch.uk](mailto:defeatbullying@cityleicester.leicester.sch.uk)

### **3. What is bullying?**

The Diana Award define 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 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
- Racist – oppressive behaviour perpetrated against another person on the basis of their ethnicity, race, religion or culture
- Disability- oppressive behaviour perpetrated against another person on the basis of their disability or special educational need
- Homophobic e.g. oppressive behaviour related to a person's sexual orientation including inappropriate use of the word 'gay'.
- 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.

#### **4. 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 to . This is reinforced through assemblies and form tutor activities.
- We take part in activities during the National Anti-Bullying week and have subscribed to the Princess Diana Trust which is dedicated to combatting bullying in all its forms.
- Students are required to sign our Anti-bullying Charter in their Student Planner at the beginning of each year.
- The Personal Social and Health Education (PSHE) 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.
- [Post-Covid] We continue to develop the work of the College Prefects as anti-bullying ambassadors and peer mediators, 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).
- [Post-Covid] College Prefects are on duty every day, in different Hubs, so they are immediately accessible. They can be recognised by their Prefect shield badges (colour-coded by year group) worn on their lapels.
- 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, including mediation. Key staff will include form tutors, Heads of Year, Special Educational Needs (SEND) staff, Mentors and Behaviour Support.
- Collect and record information – this is vital, and at each stage, accurate records/ statements must be taken and stored using the main admin system SIMS or CPOMS. Behaviour Support (Amarjit Maan) will monitor patterns of bullying when it occurs and deal with all day to day issues including resolution and mediation. Where more serious bullying occurs, incidents will be passed to the relevant member of the pastoral team, College Leadership Team or appropriate external agency.
- 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.
- The lead DSL (**Jill Walton**) is also available to support students whose health is affected as a result of bullying.

## **5. Reactive Strategies**

In a situation where bullying behaviour has been identified, there are a number of strategies that will normally 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 other's feelings. At this stage, sanctions are not always 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 through the mediation/ conflict-resolution process. Relevant staff are informed.
- 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 an appropriate sanction e.g. a Red Line, internal or 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 SIMS as a Red Line or Exclusion and appropriate sanctions applied.
- Alongside the sanctions, all students involved in the bullying incident will have access to support from a member of the pastoral Team.
- All bullying incidents are recorded in a central file.

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 their on-going professional development, 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.

## 6. 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, Head of Year, 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. Speak up and do not 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 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, Behaviour Support, College Prefect, Head of Year)
- 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 Head Teacher Ms Jill Walton on (0116) 2413984 or

[JWalton@cityleicester.leicester.sch.uk](mailto:JWalton@cityleicester.leicester.sch.uk)

## **Complaints procedure**

If you are unhappy about the way in which an incident has been dealt with, please contact the Deputy Head Teacher (contact details above), the Head Teacher (Mr Ken Vernon) or the link anti-bullying governor via the main college switchboard.

## **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. 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, 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 (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 College Prefects, Year Group Councils and the Governors' Personal Development, Behaviour and Welfare Committee. The policy is available to view on the school website.

## CONTACT LIST 2020 -21

### Achievement Coordinators/ Heads of Year

Year 7	Miss K Frederick (Head of Year)
Year 8	Miss P Pratt (Head of Year)
Year 9	Mrs S Powell (Head of Year)
Year 10	Mrs K Penfold (Head of Year)
Year 11	Mr P Davey (Head of Year)
Year 12	Mr A Cruickshank (Achievement Coordinator)
Year 13	Mr D Bhatt (Achievement Coordinator)

**Behaviour Support Worker:** Miss A Maan

**Deputy Head Teacher:** Ms Jill Walton

**Telephone:** (0116) 2413984

### Useful websites:

- [www.diana-award.org.uk](http://www.diana-award.org.uk)
- [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)

### Useful Publications:

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

## 7. 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:**

- Support from Diana Award Student Ambassadors.
- 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.

#### **Social Media**

The college advises all students from year 7 – 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 10-14. 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 member of staff.