



SPRINGWELL COMMUNITY COLLEGE

Anti-Bullying Policy

DATE ISSUED	October 2020	REVIEW DATE	October 2022
COMMITTEE	Full Governors F1020/849	AUTHOR	H Staton
VERSION	4	PREVIOUS VERSION	October 2019 v3

This policy is based on the Department for Education guidance 'Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies', July 2017

Introduction

At Springwell Community College we aim to provide a safe, caring and friendly environment for all our students to allow them to learn effectively, improve their life chances and help them maximise their potential.

We recognise there is a need to safeguarding the welfare of all those within the college community and to encourage co-operation, tolerance and harmony. We have high expectations of all students and strive to create a climate in which all children can fulfil their potential.

Bullying of any kind is unacceptable. If bullying does occur, all students should know that incidents will be dealt with promptly and effectively.

Springwell Community College is a 'telling' college and anyone who knows that bullying is happening should be able to inform a member of staff in safety.

As a college we:

- Discuss, monitor and review our anti-bullying policy and practices on a regular basis.
- Support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively. We would expect students to feel safe in and out of college, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from the college should they feel unsafe.

Objectives

This policy outlines what Springwell Community College will do to prevent and tackle bullying. The policy has been formulated in consultation with the whole college community with input from; members of staff, governors, parents/carers, students and other partners. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children, will be tolerated.

The policy will be reviewed and further developed on a regular basis. We seek to learn from good anti-bullying practice elsewhere and utilise support from the Local Authority and other relevant organisations where appropriate.

Roles and Responsibilities

The Headteacher has overall responsibility for the policy and its implementation, liaising with the governing body, parents/carers, the Local Authority and outside agencies. Through delegation, Student Progress Leaders have the general responsibility for handling the implementation of the policy.

Student Progress Leaders are:

- Mr M Walker – Student Progress Leader, Year 7
- Mr Cuan Jacques – Student Progress Leader, Year 8
- Miss Caroline Hoyle – Student Progress Leader, Year 9
- Mrs Carole Selby – Student Progress Leader Y10
- Miss Rae McAlpine – Student Progress Leader, Year 11

Their responsibilities are:

- Policy development and review
- Leading the college's peer led Anti-Bullying Ambassadors, "Springy Anti-Bullying Team" and Springwell Bully Busters.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Managing bullying incidents alongside all college staff.
- Reporting and recording bullying incidents.
- Assessing and co-ordinating training and support for staff and parents/carers where appropriate.
- Co-ordinating strategies for preventing bullying behaviour.
- Managing the anti-bullying ambassadors within college and supporting weekly meetings

The nominated governor with the responsibility for Anti-Bullying is:
Cheryl Gray

Definition of Bullying

"Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally and involves an imbalance of power" (DfE 'Preventing and Tackling Bullying', July 2017).

How does bullying differ from teasing/falling out between friends and other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the target to defend themselves
- It is usually persistent

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, transphobic, racist or homophobic bullying and when students with disabilities are involved. If the target might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- Name-calling
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Producing offensive graffiti
- Gossiping and spreading hurtful and/or untruthful rumours
- Excluding people from groups
- Imbalance of power between an individual and/or a group towards another individual and/or a group of people.
- Cyber bullying – inappropriate text/instant message/website entries/social media communication
- Sending of offensive or degrading images by mobile phone or the internet.

Forms of bullying covered by this policy

There is no hierarchy of bullying, all forms should be taken equally seriously and dealt with appropriately.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disability (SEND).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic or biphobia bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying
- Bullying via technology – ‘cyber bullying’
- Peer on peer abuse

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Responding to bullying

The college community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively promote systematic opportunities to develop student’s social and emotional skills, including their resilience.
- Provide a range of opportunities for students, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, tutor time, peer support, the anti-bullying team and Students Matter (see Appendix 3)
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all member of the community regarding positive online behaviour.
- Train all staff (teachers, support staff and ancillary staff) to identify all forms of bullying and how to follow the policy on reporting and recording incidents.
- Proactively gather and record concerns and intelligence about bullying incidents and issues so far as to effectively develop strategies to prevent bullying from occurring.
- Actively create ‘safe spaces’ for vulnerable young people
- Use a variety of techniques to resolve the issue between those who bully and those who have been bullied.
- Work with other agencies and the wider college community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive college ethos.

Reporting and Procedures

Reporting

Our college has clear and well publicised systems to report bullying for the whole college community (including staff, parents/carers and students). This includes those who are targets of bullying or have witnessed bullying behaviours (bystanders).

The systems for reporting bullying at Springwell Community College are:

- Students can report to any member of staff
- Students can report to any member of the 'Springy AB team'
- Staff can report to a Student Progress Leader or member of the Senior Leadership Team
- Visitors can report to any member of staff
- Bystanders report to any member of staff and members of the 'Spring AB team'.

Procedures

If bullying is suspected or reported the incident will be dealt with, immediately, by the member of staff who has been approached. All reported incidents will be taken seriously and investigated. This will involve all parties. The college will take the following steps:

- Interview all parties separately
- Inform parents/carers
- Look at a range of responses appropriate to the situation: solution focussed, restorative approaches, circle of friends, individual work with target/perpetrator and referral to outside agencies if appropriate
- Refer to the Behaviour for Learning Policy and college sanctions and how these may be applied including a hierarchical approach should the bullying persist
- Teachers/tutors will be kept informed
- Follow up, especially keeping in touch with the person who reported the situation
- Police involvement (if a crime has been committed)
- Provide support for the target and the students identified as the bully
- When responding to cyberbullying concerns the college will take all available steps to identify the bully, including looking at college systems, identifying and interviewing possible witnesses and contacting service providers and the police if necessary. The police will need to be involved to enable the service provider to look into the data of another user
- Support anyone involved. (See Appendix 2)

Recording bullying

Bullying incidents will be recorded by the member of staff who deals with the incident on a Bullying Incident Form (BIF – see Appendix 1).

The completed BIF should be given to the relevant Student Progress Leader and a central record made.

The information held will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in the college and development of the policy.

The information will be presented to the governing body, in an anonymous format, on a regular basis.

Anti-Bullying Community

As part of our on-going commitment to the safety and welfare of our students, we at Springwell Community College have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Restorative approaches
- Involvement in SEAL including Anti-Bullying visits
- Involvement in Healthy Schools (Health Schools Award 2017)
- Celebration of national Anti-Bullying week and Safer Internet Day annually
- A thorough and wide ranging PHSE curriculum
- Specific curriculum input on areas such as cyber bullying and internet safety

- Springy AB Team campaigns
- Peer mentoring schemes
- Parent/carer information events
- Staff training and development for all staff (including stonewall training)
- Counselling and mediation schemes.

Links with other policies

This policy links with a number of other college policies, practices and action plans including:

- Behaviour and discipline policy
- Complaints policy
- Safeguarding and child protection policies
- Confidentiality policy
- e-Safety (Online Safety) and Acceptable Use policies (AUPs)
- Curriculum Policies such as PSHE and citizenship and computing
- Mobile phone and social media policies
- Searching and confiscation

Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- The Education and Inspection Act 2006
- DfE (Independent School Standards) (England) Regulations 2014
- The Equality Act 2010

Behaviour Incident Form

Aggressor Name(s): **Target Name(s):**

Date: **Person Completing Form:**

Type:

Non-Prejudice - Emotional	
Non-Prejudice - Physical	
Non-Prejudice - Sexual	
Prejudice - Age	
Prejudice - Disability	
Prejudice - Gender Re-assignment	
Prejudice - Marital Status/Civil Partnership	
Prejudice - Pregnancy	
Prejudice - Race	
Prejudice - Religion/Belief/Non Belief	
Prejudice - Sex or Gender	
Prejudice - Sexual Orientation	

Against an Adult (Y or N):

Form of Bullying:

Actual Physical Assault	
Comment general	
Cyber - text, email, social networking	
Damaging, Hiding or Stealing Property	
Displaying Badges, Slogans or Propaganda	
Excluding from Group	
Extortion	
Graffiti	
Indirect (ignoring)	
Name Calling or Similar	
Physical Contact	

Session (Time):

After School	
Before School	
Breaktime	
During Lessons	
Lunchtime	

Who Reported:

Parent/Carer	
Pupil at the receiving end	
Witness - Pupil(s)	
Witness - Teacher or other adult	

How Reported:

Correspondence	
Email	
In Person	
Telephone	

Location:

Classroom	
Corridor	
Dining Room	
On Bus to/from School	
Outside School	

PE Changing Rooms	
Playing Fields	
School Grounds or Playground	
Toilets	
Walking to/from School	

DSL/HT Intervention

Outcome:

Action Taken:

Fixed Term Exclusion	
Group Work	
Individual Work	
Internal Sanction	
No Further Action Required	
Parent/Carer Aggressor Contacted	
Parent/Carer Target Contacted	
Permanent Exclusion	
Restorative Meeting	

Resolved - Bullying	
Resolved - Not Bullying	
Resolved - Prejudice	
Resolved - Not Prejudice	
Resolved - Aggressor Withdrawn	
Resolved - Target Withdrawn	
Unresolved - Bullying	
Unresolved - Prejudice	
Unresolved - Aggressor Withdrawn	
Unresolved - Target Withdrawn	
LA Involvement	
Progressed to Other Agency	
Police Involvement	
Section 47 (Child Protection)	

Incident Number

Staff Member & Role Responsible for outcome:

Date: ____ / ____ / ____

Details:

Appendix 2

Supporting those involved in bullying

Students who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- Reassuring the student and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance (see Appendix 3)

Students who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the college site then the college will ensure that the concern is investigated and that appropriate action is taken in accordance with the behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the college's official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

Appendix 3

Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

[The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

[The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

[Bullying UK](#): An organisation established through 'Family Live' charity that works to support the whole family. They provide this through our helpline, extensive advice on their website, befriending services, and parenting/relationship support group.

[Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

[The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

[Restorative Justice Council](#): Includes best practice guidance for practitioners 2011.

Cyber-bullying and online safety

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE](#) toolkit for schools.

[Digizen](#): provides online safety information for educators, parents, carers and young people.

[Internet Matters](#): provides help to keep children safe in the digital world.

[Think U Know](#): resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

[The UK Council for Child Internet Safety \(UKCCIS\)](#) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

[Barnardos](#): through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

[EACH](#): (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

[Metro Charity](#): an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

[Proud Trust](#): helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Schools Out](#): Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

[Anti-bullying Alliance SEND programme of resources](#): Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

[Information, Advice and Support Service Network](#): Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

[MindEd](#): Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

[PSHE Association](#) – [guidance and lesson plans](#) on improving the teaching of mental health issues

Race, religion and nationality

[Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

[Educate Against Hate](#): provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

[Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

[Kick It Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools.

[Tell MAMA](#): Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

[Anti-Muslim Hatred Working Group](#): Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual harassment and sexual bullying

[Ending Violence Against Women and Girls](#) (EVAW): [A Guide for Schools](#). This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

[Disrespect No Body](#): a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

[Anti-bullying Alliance](#): advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.