



# THOMAS ESTLEY COMMUNITY COLLEGE

## Anti-bullying Policy 2018

Reviewed by	Summary of changes	Date
Cathy Cornelius	Change of definition (1) (1.2.8) removal of 'weight' addition of 'cyber bullying' (4.3) re-write (5.4) removal of listed consequences Throughout – change of 'bullies' to perpetrators'	April 2018

## 1. Practice

A definition:

***An abuse of power by one or more people through repeated hurtful or aggressive behaviour with the intention to cause emotional or physical harm to another person***

- 1.1. It can include:
  - 1.1.1. being kicked, punched, pinched, spat at or threatened
  - 1.1.2. being called names
  - 1.1.3. making a fool of someone
  - 1.1.4. spreading rumours and malicious gossip about someone
  - 1.1.5. deliberately taking or destroying another child's property
  - 1.1.6. repeatedly excluding someone by not talking to them or letting them join in
  - 1.1.7. trying to provoke someone into having a fight
  - 1.1.8. cyber bullying
  - 1.1.9. repeated teasing
  - 1.1.10. sending nasty notes, e-mails, instant messaging or text messages
  - 1.1.11. racist comments
  - 1.1.12. homophobic comments
  - 1.1.13. spreading inappropriate photographs or recordings of another student

Please note, this list is not exhaustive.

It does not include:

- Two children of approximately the same age and strength having a fight or quarrel

- 1.2. Certain issues can be part of bullying:
  - 1.2.1. Race/culture (e.g. Asian, Caribbean, mixed race, Travelers)
  - 1.2.2. Class (wealth, poverty, speech, clothing)
  - 1.2.3. Religion
  - 1.2.4. Disability
  - 1.2.5. Height
  - 1.2.6. Gender
  - 1.2.7. Homophobic Bullying
  - 1.2.8. Cyber bullying

Please note, this list is not exhaustive.

## 2. Setting the Scene

- 2.1. The College Code of Conduct sets the tone for behaviour in the College. Any of the forms of bullying mentioned above contravene the Code of Conduct. Reinforcement of the Code of Conduct is important to the smooth running of the College. Work done in tutor setting, Personal Development and group work in all areas of the curriculum reinforce a climate where bullying and other forms of anti-social behaviour are strongly discouraged. Bullying is totally unacceptable.

- 2.2. Clearly students need to know that all staff and Governors at the College take bullying seriously and are prepared to investigate fully. Students need to be encouraged to tell of bullying incidents in the knowledge that they will be listened to. Victims are notified of the outcome of an investigation. However, it is obviously important to have guidelines in place to deal with the various sorts of bullying that might arise.
- 2.3. Bullying falls into two broad areas, that which is initiated from within the College and friendship / family disputes which spill over into College life. Clearly the latter can present different types of problems.
- 2.4. Bullying may take place:
  - Anywhere, anytime and in many ways
- 2.5. As part of the ongoing work done in the College under the heading of Personal Development, work on self-esteem and self-image plays an important part in reducing incidents of bullying.

### **3. Provision**

#### Action to be taken if Bullying Occurs

- 3.1. When an incident of bullying is brought to light it is acted upon immediately and fully investigated by tutor, team leader to the Senior Leadership team.
- 3.2. In many cases it will be the Tutor who takes the lead.
- 3.3. Students often approach a member of staff with whom they feel most comfortable, in whose lesson the incident occurs or are on duty at the time.
- 3.4. In a number of cases, which involve students within the same Tutor group the Tutor deals with the whole incident and any follow up work.
- 3.5. In cases that involve members of the same teaching group the Team Leader takes the lead.
- 3.6. In all serious cases, including physical injuries, and where students from a range of teaching and year groups are involved, it is the responsibility of the Team Leader, an Assistant Principal, Vice Principal and/or Principal.

### **4. Contact with Parents**

- 4.1. The parents of the student being bullied are informed, usually by a phone call, by the Tutor.
- 4.2. Parents of the perpetrator are also informed in virtually all cases, and obviously those of a serious nature dealt with by SLT.
- 4.3. All incidents of 'unkind' behaviour are recorded onto PARS for both victim and perpetrator; in addition, Team Leaders keep a record in case of repeat incidents and all incidents are recorded onto a central log.

### **5. Students**

- 5.1. All students should have thorough knowledge of the policy, guidelines and the seriousness with which this subject is viewed. This is provided by Tutors. An information leaflet is displayed in all Tutor Rooms.

- 5.2. The ethos created in the College is one where the victim has the confidence to report an incident, the perpetrator is seen to be weak and is in need of counselling.
- 5.3. Perpetrators always receive support and are, in most cases, given consequences. The form that this takes varies depending on the incident. Punishment is to be seen to be effective to act as a deterrent, both by potential bullies and victims, this encourages the reporting of incidents.
- 5.4. One or a number of counselling sessions may be what is required. Working with the perpetrator and the victim to reach the stage where a genuine apology is forthcoming.
- 5.5. The victim also needs help. Friends of the victim could be involved in counselling sessions to give support. This is particularly important if, or when, friends of the victim have abandoned him/her during the bullying through fear of being bullied by association. Old friendships need a chance to be rekindled.
- 5.6. All staff need to have knowledge of specific bullying incidents so that they can be vigilant and monitor behaviour around the College. Staff can also boost the self-confidence of both perpetrators and victims in lessons and at other times.

## **6. Equality Monitoring**

- 6.1. Thomas Estley Community College's commitment to equality and diversity means that this policy, via an Equality Impact Assessment, has been screened in relation to the use of gender-neutral language, recognition of the needs of disabled people, promotion of the positive duty in relation to race, age, disability and avoidance of stereotypes.
- 6.2. Based on the Equality Impact Assessment findings, this policy is judged to be of low impact against the equality strands of Race, Gender, Religion, Disability Sexual Orientation and Age. A copy of the Equality Impact Assessment of this policy is available from the Principal's PA.
- 6.3. This Policy is available in alternative formats on request. If you think we can improve the fairness of this Policy, please contact the individual who has responsibility for its update.

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Initial Equality Impact Assessment

Name/s of policy, procedure, or practice:	Anti-Bullying Policy
Date of impact assessment:	10/04/2018
Is this a proposed or existing policy, procedure or practice?	Existing
Is this model LA policy, procedure or practice for local adoption?	Yes / <del>In Part</del> / No / Don't Know
What are the overall aim/s or purpose of the policy, procedure or practice?	Student's wellbeing and safety
Who is intended to benefit from the policy, procedure or practice?	All members of the college community (students in particular)

Equality Strand	Does the policy/procedure/provision (including access to facilities) or proposed plan have an adverse or positive impact on people from these key equality groups?	If adverse impact, are there any changes or reasonable adjustments which could be made to the policy/procedure/provision or proposals which would minimise any adverse impact identified? Please describe.	Areas for review/actions taken (with timescales and name of person responsible)
Race	No		
Gender	No		
Religion/Belief	No		
Disability	No		
Sexual Orientation	No		
Age	No		
Social Inclusion	No		
Community Cohesion	No		

Based on the impact assessment findings, and the reasonable adjustments in place, this policy is judged to be of ~~high/medium/low~~ impact against the above equality strands. (Delete as appropriate).

Initial Assessment undertaken by: .....(Signed)

Copies circulated to P Bates for impact assessment file to include any actions in appropriate plans.

If high or medium judgement made, the monitoring sub-committee must consult appropriate equality group to gather appropriate monitoring data/consult on redrafting/consult on additional appropriate reasonable adjustments.