



St Dunstan's
— College —

P4 - ANTI-BULLYING

Ratified by Governors:	10 June 2017
Responsible Governor Committee:	Education
Next Review:	Lent 2 2019
CLT Responsibility:	PAC

Notable changes since last review:	
¶	College-wide adoption of the No Blame Approach
¶	Acknowledgement that all members of the College community can bully or be bullied
¶	Reference to the Equal Opportunities Policy in the related documents
SEPT 17¶	Reference to July 2017 update to statutory guidance to include reference to ways to support bullied pupils who are affected beyond in-house procedure and an acknowledgement that some pupil groups are more vulnerable both to being bullied and the impact such behaviour may have on them – Section 3.8

1.0 STATEMENT AND AIMS

- 1.1 Our College community is based on an ethos of mutual respect and consideration. To this end, we are committed to providing a safe and happy learning environment for all.
- 1.2 We do not tolerate bullying, harassment, victimisation or discrimination of any sort and work hard to prevent these or tackle them should they arise.
- 1.3 Bullying is a whole College issue and we use a whole College approach in response. Any member of our community may bully or be a victim of bullying. We consider all instances of bullying equally seriously and in turn expect all pupils, parents and staff to play their part in preventing and tackling bullying.
- 1.4 The aim of this policy is to:
- try and prevent bullying of any sort, in so far as reasonably practicable, and
 - help staff, pupils and parents deal with bullying when it occurs.

- 1.5 The College seeks to ensure that everyone can operate in a supportive, caring and safe environment in which each person is respected and respects others without fear of being bullied. This policy encourages those who feel bullied and those who witness bullying to tell of their experiences and feel safe to make such disclosures.
- 1.6 All members of the College community, including governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and be familiar with the College policy on bullying. Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated.
- 1.7 Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.
- 1.8 This policy is available on the College website, the College VLE (Firefly) and in the Parent and Student Handbooks. It should be read in conjunction with the following policies:
- a. Safeguarding and Child Protection
 - b. Expected Pupil Behaviour and College Rules
 - c. ICT Policy and Pupil Acceptable Use Agreement
- 1.9 This policy was written in accordance with *Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies* (DfE July 2017) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) and *Keeping Children Safe in Education* (DfE, September 2016) (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf).

2.0 DEFINITION OF BULLYING

- 2.1 Bullying may be defined as any behaviour that hurts, threatens, frightens, intimidates or humiliates another pupil or group or undermines their sense of worth. It is generally repeated over time and may be motivated by prejudice. Bullying is assessed by the impact, and the perception of the possible impact, that the particular behaviour has on the recipient and is not solely dependent on an intention to cause hurt or distress. A single incident of distressing behaviour may constitute bullying under this policy.
- 2.2 Bullying may take many forms and these are examples:

- a. Physically hurting, harming or humiliating another person or damaging, hiding or taking their property, including money
- b. Verbal/Written abuse such as name-calling, persistent teasing, insulting, spreading malicious rumours, threats of violence. This includes interactions online.
- c. Emotional manipulation such as excluding someone or spreading malicious rumours about them, building negative alliances based on gossip, ignoring,

tormenting, abusive looks or gestures, deliberate exclusion or isolation of an individual.

- d. Harassment, unpleasant remarks or actions relating to race, religious or cultural differences, gender, sexual orientation (e.g. homophobia), intellectual or other abilities, being adopted or a carer, disabilities or other physical attributes, any derogatory reference to Special Educational Needs.
- e. Sexual harassment: unwanted or unwelcome physical contact, abusive comments, abusive behaviour and sexist graffiti.
- f. Cyber-bullying: the use of ICT (for example social media, mobile phones, text messaging, photographs, video and email) in a way that is intended to upset or humiliates others.
- g. Passive involvement: being a bystander, not informing a teacher, not getting help, not telling. *It is important to realise that passive bullying reinforces the power of the bully and makes the bystander partly responsible and thus complicit.*
- h. Indirect involvement: manipulating a third party to tease or torment someone.

2.3 Any behaviour that a reasonable bystander would say was intended to hurt or upset the victim is wrong and could constitute bullying, including complicity that may fall short of participating directly in the bullying. It is no justification that the perpetrator says or believes that the victim is not upset or hurt by his or her actions or words.

2.4 Much bullying is performed in subtle ways, which are not easy to detect; a bully can use a simple look, word or gesture to a victim to signal an intended threat or insult. Some pupils are adept at changing a bullying situation into an apparently harmless one when an adult approaches. This makes it all the more important for the victim or another pupil to be able to come forward to report bullying, and for staff and parents to be alert to symptoms of bullying.

2.5 Bullying is always hurtful to the victim and damaging to the whole College community. Anyone and everyone who is involved in or witnesses bullying is affected by it. It can cause great distress, unhappiness and psychological damage and at its worst lead to suicide. It can also be a criminal offence, for example if the behaviour amounts to harassment or threatening behaviour.

How does bullying differ from teasing or friendship difficulties?

2.6 Sometimes pupils can feel hurt or upset because they have been teased or have fallen out with a friend. This is not the same as bullying. Bullying:

- a. Is deliberately intended to hurt or humiliate
- b. Involves a power imbalance that makes it hard for the victim to defend themselves
- c. Is usually persistent
- d. Often involves no remorse or acknowledgement of the victim's feelings

2.7 College staff are ready to help and support pupils who have fallen out with friends, but such situations will not be treated in the same way as a case of bullying. However, the strategies we use may be similar because we acknowledge that over a period of

time the impact on the pupil may be the same, and the situation could become bullying if it escalates.

3.0 POLICY

3.1 The St Dunstan's College community:

- a. Opposes all forms of bullying whether inside or outside the College
- b. Consistently aims to demonstrate that such behaviour will not be tolerated
- c. Understands the seriousness of all forms of bullying
- d. Aims to provide an environment where all pupils can learn happily and safely
- e. Encourages all members to speak out if they have a concern about their own or someone else's safety and happiness
- f. Is committed to a programme of prevention and to a prompt and thorough investigation and effective action when incidents of bullying occur.
- g. Will keep records in order to evaluate the effectiveness of the approach adopted or to enable patterns to be identified.
- h. Will prioritise anti-bullying approaches when developing its approach to information and communication technologies.

3.2 All members of the community should have an understanding of what bullying is and be familiar with this policy (and the relevant related documents, particularly P4RD01, 02/3 and 05). Therefore all members of the community can deal with bullying when it occurs and more importantly prevent it.

3.3 The College will ensure that regular and appropriate training is given to all staff in order to raise awareness and ensure that the principles of this policy and that the legal responsibilities are understood by all.

3.4 The College will use a variety of educational approaches to promote anti-bullying. Examples include, but are not limited, to the use of:

- a. the Skills for Life programme (PSHEE)
- b. Assemblies
- c. Annual cycle of presentations/workshops by external agencies, for both pupils and parents
- d. Tutor led discussions on e.g. the difference between people and the importance of avoiding prejudice-based language
- e. Peer mentoring

3.5 The College will seek to involve parents if they have reported bullying and make sure that pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

3.6 The College adopts a No Blame Approach to tackling bullying (*P4RD01*). Bullies may have complex reasons for their behaviour and the initial stages of this approach are focused on restorative justice, rather than sanction-based. The College will offer support for both the target and the bully to ensure all pupils can move on from the

incident in a positive way. Where appropriate, bullies will be offered support in managing their behaviour.

- 3.7 Where the No Blame Approach does not improve the outcomes for the victim(s) of bullying behaviour, disciplinary sanctions will be implemented which reflect the seriousness of the incident and convey a deterrent effect.
- 3.8 The College has a responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need. Examples can include:
- A quiet word from the form tutor or another teacher that knows them well;
 - Asking the appropriate Pastoral Leadership Team to provide support;
 - Providing formal counselling;
 - Engaging with parents;
 - Referring to the Local Authority Children's Services;
 - Completing a Common Assessment Framework
 - Referring to Child and Adolescent Mental Health Services (CAMHS)

Staff should be particularly alert to the effect any form of bullying can have on vulnerable pupils, There is evidence to suggest that pupils who are badly bullied in school are more likely to be bullied outside of school (either on their way to from school or via Social Media (cyberbullying)

Some pupils are targeted because of the attitudes some young people have towards those who are different from themselves. Particularly vulnerable groups include:

- Pupils with SEND
- LGBT pupils
- Pupils who are adopted
- Pupils suffering from a health problem
- Pupils with caring responsibilities
- Pupils experiencing a family crisis

These young people are also likely to need greater support in dealing with the impact of bullying. In addition, pupils with SEND may lack the social or communication skills to report incidents of bullying and staff should ensure that all pupils are aware of the methods for reporting bullying and find these accessible.

- 3.9 This policy and its implementation will be reviewed by the Governors annually. The Governors should consider whether the procedures are satisfactory and being properly enacted. The implementation of the policy will be checked, monitored, reviewed and evaluated.

5.0 RELATED DOCUMENTS

P4RD01	Seven Stage Approach to Anti-bullying
P4RD02	Anti-bullying Advice for Senior School Students
P4RD03	Anti-bullying Advice for Junior School Students
P4RD04	Anti-bullying Advice for Parents
P4RD05	Cyber-bullying
P1	Safeguarding and Child Protection Policy
P3	Policy on Expected Pupil Behaviour and College Rules
P13	Equal Opportunities Policy
P15	ICT Policy