Southam College
Anti Bullying Policy

2025/26

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1. Statement of Intent:



Southam College has and will maintain a zero tolerance approach to Bullying.

Southam College operates a 'No Put Down Zone' philosophy creating an ethos where everyone should feel safe from criticism. Effort and progress should be celebrated and staff vigilant on negativity (e.g. Swot, Geek, Snake). Mistakes are part of the learning process and students should never be ridiculed in our supportive learning environment.

We also operate a 'No hands on' policy so that students do not physically engage with one another in any way, rather they learn to talk and communicate as young adults.

2. Aim:

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by students. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at school.

3. Objectives:

- Make sure that all students and adults mean the same thing when they are talking about bullying
- Help students to understand how bullying feels for the person being bullied and create a supportive climate where bullying is not tolerated
- Make sure that all students feel able to tell an adult when they know that bullying is going on
- Make sure that students know exactly what they need to do if they are being bullied, and to feel confident that something will be done to stop it.
- Help students enjoy, celebrate and respect the ways in which we are all different and to feel good about themselves

4. Definition of Bullying:

This school has chosen to adopt Warwickshire Safeguarding Children definition:

"When a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

Physically and/or mentally hurt or worried

Unsafe and/or frightened

Unable to do well and achieve

'Badly different', alone, unimportant and/or unvalued

Unable to see a happy and exciting future."

When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this is bullying. If someone is made to feel like this, or if they think someone they know feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so we think the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a 'one-off' incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone's possessions
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Emotional** – intentional and harmful manipulation of someone's emotions causing distress
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

5. Identifying and reporting concerns about bullying

All concerns about bullying will be taken seriously and investigated thoroughly. Students who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. School teaching and support staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Students who are bullying others also need support to help them understand and change their behaviour.

Students who are aware of bullying ('bystanders') can be a powerful force in helping to address it and will be encouraged to do so in a safe way. Assemblies, lessons, posters, and Anti-Bullying Week activities will include the responsibility of bystanders to report bullying and certainly not act as 'reinforcers'.

Why witnesses don't tell:

1. They worry that they will become targets themselves
2. It is not 'cool' to be seen as a 'grass/snake'
3. It is hard to go against a crowd

All students will be encouraged to report bullying by:

- Reassurance that their report will be kept anonymous
- Highlighting the dangers of bullying

Reporting methods:

- Talking to a member of staff of their choice (particularly Tutor, Head of Year, Refocus Team and Pastoral Assistant Headteacher or the Head of the pastoral system)
- Completing a blue incident account form and handing this into the Student Office
- Online via the "No put down zone" button on all the Year Blogs
- Contacting local and national support agencies for advice/support listed on the school website and regularly posted via ClassCharts before Christmas, Easter and Summer holidays https://www.southamcollege.com/safeguarding/antibullying
- Talking to parents/carers and this information being passed to Heads of Year
- Call ChildLine to speak with someone in confidence on 0800 1111
- Use the reporting function via the website – "Student Voice" https://southamcollege.thestudentvoice.co.uk/

6. Responding to reports about bullying

School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware
- A clear account of the concern will be recorded and given to the Head of Year
- The Head of Year will take accounts from everyone involved and keep a detailed record and enter the incident to the bullying log spreadsheet. Where there has been more than 2 blue forms handed to the Head of Year by a victim of bullying, a new incident will be opened on the schools CPOMS system, assigned to the Pastoral Deputy Headteacher who monitors all bullying logs and reports to SLT and governors on a regular basis
- Form tutors will be kept informed and if it persists the form tutor will advise the appropriate subject teachers
- As this is such an emotive and dangerous subject, parents and other relevant adults will be kept informed. All communication with home should be recorded.
- Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers, PCSOs) will be informed about the concerns and any actions taken where appropriate, or parents will be given advice about who they can contact.
- Punitive measures will be used as appropriate

Students

Students who have been bullied will be supported by:

- offering an opportunity to discuss the experience with a member of staff of their choice as soon as they are available
- providing reassurance that the bullying will be addressed and in a manner that will not exacerbate the problems they are experiencing
- Restorative justice meetings should only take place if the student feels sufficiently confident to meet in the same room as the bully/bullies
- offering continuous support
- providing them with a notebook to record any future incidents and check with them regularly
- restoring self-esteem and confidence
- developing anti bullying techniques
- employing the use of specialist interventions and/or referrals to other agencies where appropriate (Counselling/mentoring/health)

Students who have bullied will be helped by:

- discussing what happened
- discovering why they became involved
- establishing the wrongdoing and the need to change
- looking at the dangers/consequences of bullying
- informing parents to help change the attitude of the student
- the use of specialist interventions and/or referrals to other agencies where appropriate

The following disciplinary steps can be taken:

- official warnings to cease offending and educate on impact of behaviours
- detention/s
- exclusion from certain areas of school premises
- loss of social time
- internal isolation
- period of time at another school
- minor suspension
- major suspension
- permanent exclusion

Parents

- As mentioned earlier, bullying is very emotive and it is therefore vital that parents feel listened to and that action points are carefully recorded and their implementation passed on
- Most concerns about bullying will be resolved through discussions between home and School, however, where a parent feels their concerns have not been resolved, they are encouraged to use the Formal Complaints Procedure.
- Where a student is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate

7. Preventative measures

The school will:

- Promote our values of kindness, confidence and resilience in everything we do
- Raise awareness of the nature of bullying through inclusion in Character and Culture (e.g. KS3 theme of: *How to be an effective ally*), ICT, registration, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- Celebrate difference and diversity through diverse displays, books and images. The whole school participates in local and national events including Anti-bullying week, Black History Month, Global Virtues Week, Inclusivity Week, LGBQT+ History Month and Pride Week
- Develop a common language of power phrases: "I don't like it please stop" or "I don't know why you are doing this, but I would like it to stop. Please leave me alone now', this is a 'no hands on school'
- Ensure close communication with our primary schools to identify potentially vulnerable students and bullies. Share effective strategies.
- Seek to develop links with the wider community that will support inclusive antibullying education
- Conduct parent and student voice activities and act on the information accordingly.
- Ensure that social times are well staffed and that year specific social areas are available.
- Provide 'safe' area for vulnerable students such as the Library, Refocus, the Connection Hub and the Nurture group.

Students should

- not take part in any kind of bullying and should watch out for potential signs of bullying among their peers.
- never be bystanders to incidents of bullying.
- support the victim if they witness bullying, encourage them to report the bullying and, if possible, accompany them to tell a trusted adult.

Parents

- Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.
- Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying.

8. Bullying Records

Heads of Year will maintain the Bullying Records via their Bullying Logs and discuss these at each link meeting with their Pastoral Line Manager as a standing agenda item to ensure effective measures have been taken for individual cases and to look for patterns emerging within the statistics concerning vulnerable groups or types of bullying. The Deputy Head in charge of coordinating Anti-Bullying will collate an annual report on Bullying and regularly reports to SLT and the Headteacher.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: https://www.gov.uk/government/publications/preventing-and-tackling- bullying
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk

• Young Carers: www.youngcarers.net Cyberbullying

▪ Childnet International: www.childnet.com

Cyberbullying

▪ Childnet International: www.childnet.com

▪ Digizen: www.digizen.org

▪ Internet Watch Foundation: www.iwf.org.uk

▪ Think U Know: www.thinkuknow.co.uk

• UK Safer Internet Centre: www.saferinternet.org.uk

LGBTQ+

• EACH: www.eachaction.org.uk

• Pace: www.pacehealth.org.uk

• Schools Out: www.schools-out.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

SEND

• Changing Faces: www.changingfaces.org.uk

• Mencap: www.mencap.org.uk

• DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-ofpractice0-to-25