

POLICY

ANTI-BULLYING POLICY

Senior Team Responsibility:
Assistant Principal

Reviewed:
Sept 2024

Next Review Date:
Sept 2025

Associated Documentation:

- Children Act 1989
- School Standards and Framework Act 1998
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Education (Independent School Standards) (England) Regulations 2014

The following documentation is also related to this Code:

- Action on Bullying (Estyn 2014)
- Bullying: Effective Action in Secondary Schools (Ofsted)
- Cyberbullying: Supporting School Staff (DCSF)
- No Place for Bullying (Ofsted 2012)
- Preventing and Tackling Bullying - Advice for School Leaders, Staff and Governing Bodies (DfE)
- Safe from Bullying: Guidance for Local Authorities and Other Strategic Leaders on Reducing Bullying in the Community (DCSF)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE)
Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children
- Behaviour and Discipline in Schools Guidance (DfE)
- Counselling in schools a blueprint for the future: advice for school leaders and counsellors (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

Statement of Intent

Bullying is the **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**. It can happen face to face or online.

It is never okay.

It is not a normal part of growing up.

Bullying may have serious effects on those involved, including the **perpetrators** and **bystanders** as well as the recipients. In some cases, these can last a lifetime.

Single incidents or conflict between equals, whether in person or online, are defined as relational conflict. This does not mean that **relational conflict** is okay, often it is not, but it is not bullying.

Harmful Sexual Behaviour (HSB) may include bullying. We have a separate HSB policy which should be read in conjunction with this anti-bullying policy.

Four Types of bullying behaviour

There are four main types of bullying behaviour:

- physical – examples include hitting, pushing, shoving, or intimidating or otherwise physically hurting another person, damaging or stealing their belongings. It includes threats of violence
- verbal/written – examples include name-calling or insulting someone about an attribute, quality or personal characteristic
- social (sometimes called relational or emotional bullying) – examples include deliberately excluding someone, spreading rumours, sharing information that will have a harmful effect on the other person and/or damaging a person's social reputation or social acceptance
- cyberbullying – any form of bullying behaviour that occurs online or via a mobile device. It can be verbal or written, and can include threats of violence as well as images, videos and/or audio. For more information, refer to Cyberbullying.

Specific forms of bullying:

Bullying behaviour can include specific form, such as

- racist bullying: belittling, mocking, intimidating or shaming someone because of their physical appearance, ethnic background, religious or cultural practices and/or the way they dress or talk. For more information, refer to Racist bullying
- homophobic and transphobic bullying: bullying on the basis of sexuality or gender expression. It can include physical violence, cyberbullying, name calling, exclusion, 'jokes' and/or sexual harassment. It is a common experience for young people who are same sex attracted, gender diverse or for those who may not behave according to gender stereotypes. Many Lesbian, Gay, Bisexual, Trans and gender diverse, Intersex, Queer, Asexual and questioning (LGBTIQ+) students may not feel confident or safe enough to tell anyone about being bullied, especially if

they have not disclosed their sexuality or gender identity to friends, family or teachers. For more information, refer to Safe Schools.

Overt or covert bullying

Bullying can be easy to see and detect (overt) or hidden, subtle and hard to detect (covert). This means that schools need to be alert to possible subtle signs of bullying and check in regularly with students.

- Overt bullying involves physical actions such as punching or kicking or observable verbal actions such as name-calling and insulting.
- Covert bullying can be very difficult for someone outside of the interaction to identify. It can include hand gestures and threatening looks, whispering, excluding or turning their back on a person, restricting where a person can sit and who they can talk with. Social bullying (spreading rumours, manipulation of relationships, excluding, isolating) is often covert.

Some behaviour can appear to be bullying also constitutes harassment. Harassment is language or actions that are demeaning, offensive or intimidating to a person. It can take many forms, including sexual harassment, disability harassment or racial harassment. For instance, sexual harassment is unwelcomed or unreciprocated conduct of a sexual nature, which could reasonably be expected to cause offence, humiliation or intimidation.

What is not bullying?

There are some behaviours, which although unpleasant or distressing, are not bullying. These are defined as relational conflict e.g.

- mutual conflict that involves a disagreement, but not an imbalance of power. Unresolved mutual conflict can develop into bullying if one of the parties targets the other repeatedly in retaliation.
- single acts of nastiness or physical aggression, or aggression directed towards many different people.
- social rejection or dislike is not always bullying unless it involves deliberate and repeated attempts to cause distress, exclude or create dislike by others.

Participant roles

Everyone has the potential to bully others or be bullied. Individuals can take on various roles in bullying and play different or multiple roles in different contexts and at different times.

Participant roles can include someone who:

engages in bullying behaviour (perpetrator)

is the target of the bullying behaviour (receiver)

assists bullying behaviour or actively encourages it (assistant) assistants actively encourage and give approval to the bullying; they reinforce it through verbal and non-verbal cues such as smiling, laughing, filming, pushing people into bullying situations, or making any comments that signal it is acceptable or fun.

Bystanders see or know about bullying but remain passive and do nothing to counter it, either by challenging the behaviour, reporting it, or supporting **the receiver**.

Upstanders support the person (s) who is being bullied, either by getting help from a teacher, distracting those engaged in bullying behaviour, supporting the person who is being bullied or directly intervening themselves. Upstanders play an important protective role for peers who are experiencing bullying, have greater empathetic skills and are often perceived by peers to be positive role models. For more information on upstanders, refer to I have your back.

A small number of students are both the target of bullying and engage in bullying behaviour themselves. These students are particularly vulnerable and may need ongoing support.

It is important to remember that children and young people are still learning about their identity and acquiring social skills for life. The need to be accepted by their peers is stronger at this point in their life than any other and they may feel compelled to do almost anything to meet that need. On their own, or with their family, they may not engage or display any bullying tendencies at all, but amongst their peers they may take on these characteristics. This may be unrecognisable to their parents who may have never seen their child behave in this way and may not believe they are capable of doing so. Sometimes young people are very caring in the family setting while also involved in bullying behaviour amongst their peers.

As adolescents grow into adults this need for peer group acceptance weakens.

Unfortunately, labelling people as bullies or victims may cause long term damage to their self-esteem which extend long after the incident itself happened, so at Casterton we prefer to label behaviour rather than people.

We never label anyone a 'bully' but we do refer to their bullying behaviour, either as perpetrator, assistant, or bystander. In other words, they are 'part of the problem'.

All adults, including teachers, school staff and parents, can model upstanding behaviour and intervene if appropriate when they observe bullying behaviour occurring. Standing by and doing nothing or leaving students to 'sort it out' themselves, sends a message to the whole school community that the bullying behaviour is being condoned.

Reports of bullying must always be heard and taken seriously.

While any student can be a target for bullying, there are some factors that make some more vulnerable than others. These include:

- being different in some way
- being academically successful
- being from a different socio-economic background to most of their peers
- being introverted and non-assertive
- having depression or anxiety

- lacking quality friendships at school
- displaying higher levels of emotionality
- exposure to family violence
- having a disability or a physical feature which attracts negative attention
- having a history of trauma or adverse childhood experiences (ACE)
- belonging to a minority group, where isolation or lack of community support is an issue.

Students who are bullied are more likely to:

- feel disconnected from school and not like school
- have lower academic outcomes
- miss school, and not complete post 16 training or education
- lack quality friendships at school
- be more vulnerable and have lower levels of resilience
- have depression, anxiety, feelings of loneliness and isolation
- have low self-esteem
- not be accepted by peers, be socially withdrawn and avoid conflict
- have nightmares
- feel wary or suspicious of others (lack of trust)
- have an increased risk of depression and substance abuse

the reasons why a person may be at risk of suicide are extremely complicated. In extreme cases, targets of bullying and students who are both targets and have engaged in bullying behaviour have a higher risk of suicide.

Compared to students who are targets and students who bully others, students who both bully and are targets are the most at-risk sub-group involved in bullying. They are:

- more likely to be social isolated and disliked by peers
- often lonelier and less able to form positive friendships
- feel even less connected to school than other students involved in bullying
- more likely to demonstrate internalising behaviours (such as depression and anxiety) and externalising behaviours (such as aggression and conduct problems).

Students who frequently and persistently bully others are at a higher risk of:

- feeling disconnected from and disliking school
- having adverse mental health outcomes later in life getting into fights, vandalising property, and leaving school early.

Students who witness bullying may:

- be reluctant to attend school
- feel fearful or powerless to act and guilty for not acting
- have increased mental health problems, including depression and anxiety
- have increased use of tobacco, alcohol, or other drugs.

It is important to remember that families of students involved in bullying can also be affected. Impacts can include: feelings of worry and concern

- feeling powerless
- increased stress for the whole family, including siblings
- being unsure of the best way to help their child or what advice to give their child
- not knowing if, when or how they should approach the school.

It is also important that schools take a whole school approach to preventing and reducing bullying, as well as addressing specific incidents.

Bullying undermines both the classroom and whole school climate, and has effects on:

- student learning, engagement and connectedness to school and their peers
- student feelings of safety and security
- students perceiving that teachers have little control and don't care about them
- staff retention and satisfaction
- parents' confidence in the school.

What does not work in stopping bullying:

Strategies that do NOT work with bullying include:

- fighting back
- bullying the bully
- ignoring it and walking away
- just playing with a different group of students
- remaining silent about the problem.

Aim

We are committed to providing a caring, safe and pleasant environment for our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at Casterton College Rutland. If bullying does occur, all students should feel able to report it and know that incidents will be resolved. We expect anyone who knows that bullying is happening to tell college staff immediately.

The aim of the Code is to ensure that students learn in a caring, safe and pleasant environment, without fear of being bullied.

However, we recognise that bullying and harmful sexual behaviour happens in all schools including our own, and this is acknowledged with staff, students and parents. Not to do so would risk discouraging reporting and allow such behaviour to continue.

Statutory duties of colleges/schools

1. Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students and to bring these procedures to the attention of staff, parents, and students.
2. Under the Education Inspections Bill 2006 the duties are extended to include preventing/ responding to bullying that happens outside school, where it is reasonable to do so.
3. Colleges/schools also have a duty to "safeguard and promote the welfare of students (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the

bullying of staff by students ("Safe to learn DCSF 2007).

Anti-Bullying Education

We have an anti-bullying education officer who leads on the organisation, coordination and delivery of anti-bullying education and communications to staff, students and parents. Note the officer does not investigate or deal with specific cases of bullying.

We also have an Anti-bullying Ambassador Programme that students can apply to become part of.

Identifying and reporting concerns about bullying

All students are given an anti-bullying card and sticker with details of how to reach out for help if they experience or witness bullying.

We have a reporting system based on an app called Whisper.

We also have an online report form that students may fill in to anonymise themselves from the perpetrators. This ensures discretion and enables students to feel safe to report their concerns.

Students can also seek help by contacting the student services department, their year head, tutor, teacher or other trusted adult face to face or by email. We encourage students to report at specific times in the school day or at home.

Responding to reports of bullying College

- The college will take steps when dealing with concerns about bullying: -
- If bullying is suspected or reported, it will be investigated promptly.
- A clear account of the concern will be established and recorded. If a member of staff feels this is a child protection matter it MUST be passed directly to a Designated Safeguarding Lead (DSL).
- Students and everyone involved will be interviewed and asked to write an account of the event. This will be held in line with the college's data protection practice.
- All incidents are recorded on the colleges electronic safeguarding system CPOMS
- Other key staff will be kept informed depending on the outcome of the investigation.
- Where bullying occurs outside the college, any other relevant college/school or agency (e.g., neighbouring colleges/schools, social care, and the police) will be informed about our concerns. School retains the right to take disciplinary action and intervene in instances of bullying behaviour that take place outside of school.

Bullying will be investigated by the most relevant member(s) of our pastoral team including year heads, student services or the assistant principal for behaviour and attitudes.

Students

Students subject to bullying will be supported with: -

- an immediate opportunity to discuss and reflect on their experience with a member of Student Services or another supportive adult e.g., teaching assistant
- reassurance that the bullying will be addressed in the most discrete way possible
- an investigation to establish the facts of what happened
- close communications with their parents
- appropriate work or activities with their peers to ensure harmful and negative attitudes are behaviours are challenged, their attitudes addressed, friendship conflicts resolved and the challenge of making new friendships supported
- ongoing support through our SEMH Inclusion Officer as appropriate if desired
- the use of specialist interventions and/referrals to other agencies where appropriate
- safe spaces and a safety plan where appropriate, including when travelling to and from school
- close monitoring in the aftermath of the incident(s) and a check after several weeks to ensure that the matter has been resolved to their satisfaction

The following disciplinary steps may be taken toward perpetrators, assistants and bystanders of bullying: -

- detention
- exclusion from certain areas of the college premises
- loss of social time (breaks and lunch) (Managed Social Time or MST)
- confiscation of mobile phones
- internal Exclusion
- suspension
- permanent exclusion

The emphasis should be on restorative work to educate, inform and develop healthy relationships moving forward. Disciplinary decisions will be made in the interests of setting an example to all that bullying cannot be tolerated and because it is important that harmful behaviour has consequences.

Parent/Carer

- College will work closely with parents/carers to resolve bullying issues
- Parents/carers are expected to understand bullying is a serious matter that must be dealt with calmly and swiftly
- Parent/carers will be expected to support the use of/referral to, outside agencies if required
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- Parents/carers will be expected to support sanctions
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- Most concerns about bullying will be resolved through discussion between home and college. However, where a parent/carers feels their concerns have not been resolved, they are encouraged to contact college immediately for further intervention

Bullying out of college

- Teachers have a statutory power to discipline students misbehaving outside of the college premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable"
- This can relate to any bullying incidents occurring anywhere off the college premises and at any time, such as on college or public transport, outside local shops, or in a town or village. This includes all four types of bullying outlined at the start of this policy, with specific attention drawn to cyber bullying, which by its nature can take place when students are away from the college site and even from each other
- College may also contact all families involved, outside agencies and where necessary, the police
- Parents/carers will be asked to work with the college in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone or providing consistent sanctions at home as appropriate

WHAT DOES CASTERTON COLLEGE RUTLAND DO TO PREVENT BULLYING?

We have an out of sight at all times mobile phone on college site policy. In KS3, students turn off their mobile phone when arriving at college and it must not be seen during the college day, or it will be confiscated. Students in KS4 are able to use their mobile phones during social times in designated phone zones or when given specific permission by a teacher for the purposes of learning for a time-limited period.

We organise the college to minimise opportunities for bullying, for example we have a short lunchtime, adults are on break and lunchtime duty, quiet areas exist such as the Library, Learner Support, Student Services, and the "Base".

We use every learning opportunity possible to talk about appropriate ways of behaving towards each other. Bullying as a topic is also written into the Pastoral Curriculum as well as a specific "Safety in Cyberspace," 10-week IT unit taught in the second term of Year 7.

We make sure that every student knows that we do not tolerate bullying behaviour and who they can turn to if they need help. (We discuss this for example, during in our Friday Debates and during the annual National Anti-Bullying Week in November).

The Student Services Team follow up reports immediately. Students must tell someone, either their tutor, a teacher, a teaching assistant, an adult member of staff or an older peer who they feel they can trust either face to face or via the Whisper app/online reporting form.

We monitor all e-communications used on the college site. Internet blocking technologies are continually updated, and harmful sites are blocked. Parents/carers and students are regularly informed about new developments via letter or the college website.

The college follows Rutland County Council's code of conduct in relation to college transport. Incidents of bullying on the school bus if found to be proven are reported to the local authority and they will implement sanctions, for example a ban from the bus for a short period of time or a full ban. We have a strict bus code which has been agreed by Rutland Transport.

We always examine each case specifically to identify causes/reasons.

Student Services work with bullies to try to eradicate any future repetition.

Give vulnerable students key workers to turn to when they have concerns.

We keep a close eye on students who have been bullied and maintain close contact with their parents until all parties are fully satisfied it has been resolved.

Additional notes on cyber bullying

Definition 'The sending or circulating of harmful or cruel text or images, using the Internet or other digital communication devices'

Types of cyber bullying: -

- Text message bullying involves sending unwelcome texts that are threatening or cause discomfort.
- Picture/video-clip bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually being sent to other people.
- "Happy slapping involves filming and sharing physical attacks.
- Phone call bullying via mobile phone including silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think
- the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being
- identified
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity, or using someone else's name to pin the blame on them.
- Chat room bullying involves sending menacing or upsetting responses to children or young people

when they are in a web-based chat room.

- Bullying through instant messaging (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e., MSN, Facebook, BBM, Twitter.)
- Bullying via websites and social networking sites includes the use of defamatory blogs (web logs), personal websites, web forums, bulletin boards and online personal polling sites such as Facebook, Twitter, ASK.fm and others. The latest advances in technology can provide new opportunities for cyber bullying. These will be monitored by college staff.
- Responding to reports of cyber bullying College will investigate allegations of cyber bullying in accordance with the Anti-Bullying Policy. In addition, any evidence will be collected (texts, printout, screenshots, etc.) from the victim. Parents will be advised of eSafety practices and students may be sanctioned in line with student e-Safety agreement in their planners. In serious cases college may inform the police or service providers.

In all instances of bullying the victim has the choice to involve the police

What can you do as a parent/carer?

- Don't wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
- Make sure they know what to do if they or someone they know are being cyber bullied.
- Encourage your child to talk to you if they have any problems with cyber bullying. If they do have a problem, please contact us or report it via Whisper.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your ISP will tell you whether they provide moderated chat services.
- Make it your business to know what your child is doing online and who your child's online friends are.
- It is important that parents and carers ensure that their children are engaged in safe and responsible online behaviour.

Some suggestions for parents to stay involved are: -

- Keep computers and online devices in a public place in the house. Periodically check on what your child is doing.
- Discuss the kinds of internet activities your child enjoys.
- Use the internet together sometimes and discuss what you view.
- Model safe and healthy internet behaviour.
- Make sure you and your child follow the rules of social networking sites, for example you must be

- over 13 years old to use Facebook.
- Be up front with your child that you will periodically investigate the files on the computer, the browser history files, and your child's public online activities.
- Search for your child's name online, look at his or her profiles and postings on teen community sites, review web pages or blogs.
- Tell your child that you may review his or her private communication activities if you have reason to believe you will find unsafe or irresponsible behaviour.
- Watch out for secretive behaviour as you approach the computer, such as rapidly switching screens, and for attempts to hide online behaviour, such as an empty history file.
- Aim to be approachable and open when discussing safe internet use

What can you do as a student?

- If you are being cyber bullied, remember bullying is never your fault. It can be stopped, and it can usually be traced.
- Don't ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible. Don't get angry, it will only make the person bullying you more likely to continue.

Text/Video Messaging

- You can turn off incoming messages, push emails, uninstall or disable certain apps for a few hours, or a couple of days to cool off or while an incident is being investigated.
- If bullying persists you can have a number barred or change your phone number (ask your Mobile service provider).
- Do not reply to abusive or worrying text or video messages - your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.
- Do not click links to online content if you do not know or trust the sender.

Email

- Never reply to unpleasant or unwanted emails. Don't accept emails or open files from people you do not know.

Web

- If the bullying is on the college website, tell a teacher or parent, just as you would if the bullying was face-to-face.

Chat Room & Instant Messaging

- Never give out your name, address, phone number, college name or password online. It's a good idea to use a nickname. Do not give out photos of yourself either unless you are willing to have these photographs shared with strangers
- Do not accept communications or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.

- Stick to public areas in chat rooms and get out if you feel uncomfortable
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write – don't leave yourself open to bullying.

Help and Advice

CEOP Child Exploitation and online protection centre
(0)870 000 3344

Child-Line 0800 1111 or speak to a counsellor online through a 1-2-1 chat www.childline.org.uk

The Anti-Bullying Alliance www.anti-bullyingalliance.org.uk (ABA). Casterton has completed the ABA bullying training and is a subscribed user of their support service.

www.antibullying.net www.bullying.co.uk Parent Line 0808

800 2222 www.kidscape.org.uk www.castertoncollege.com