


**“Maximising students’ abilities, ambitions and academic potential”**

## **Anti-Bullying Policy**

Recommended by: Staff & Student Committee	
Date: October 2015	
Approved by the Full Governing Body	
Signed:	
Next Review Due: October 2017	

*Broadoak Mathematics and Computing College is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.*

### Rationale:

At Broadoak Mathematics and Computing College we aim to create a secure, focused and calm learning environment within a culture of tolerance and support for each other. We agree with the DfE which says students “will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus”. (*Preventing and Tackling Bullying, 2014*)

This policy recognises that bullying can occur and seeks to ensure that everyone in the College can recognise it when it takes place, and deal with it in a consistent, fair and effective manner.

### Aims:

- To provide a clear definition of bullying;
- To create a safe environment in which all members of the College community can talk openly about bullying;
- To develop a whole College approach to identifying, investigating and dealing with incidents of bullying;
- To safeguard students who have experienced bullying and identify support for them;
- To promote preventative strategies, in particular through curriculum opportunities to raise awareness of bullying and developing empathy and the management of feelings.
- To ensure the College meets its statutory duties as outlined in the Equality Act (2010) to eliminate unlawful discrimination, harassment and victimisation

### Definition of bullying

Bullying may be defined as ‘behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.’ (*Preventing and Tackling Bullying, 2014*). This means that unpleasant or unkind behaviour which occurs once, or happens in a short period of time, will not be identified as bullying and will be dealt with in line with our Behaviour Policy. We recognise the importance of dealing with these types of incidents which, if unchallenged, could turn into bullying (i.e. repeated over time).

Sometimes friends fall out and this can be perceived as bullying, especially if it happens a lot. Friends often share information which can be used in an argument and this can be even more upsetting. In *Preventing and Tackling Bullying (2014)* the DfE states that “bullying involves an imbalance of power between the perpetrator and the victim.” When friends fall out, we will work with the students and parents/carers to establish what has happened and for how long.

The acronym **STOP** (Several Times On Purpose) is used to help students understand the difference between bullying and unkind behaviour, arguments between friends or falling out in class.

At Broadoak, we recognise that bullying can take many forms;

- Physical e.g. hitting, punching, pinching, taking someone’s belongings
- Verbal e.g. name calling, insulting, spreading stories, referring to someone’s disability in a negative way
- Emotional e.g. exclusion from a group, ridiculing, humiliating
- Racist e.g. taunts, gestures, inappropriate comments about race or religion
- Sexual e.g. unwanted physical contact, sexist comments or abuse
- Homophobic e.g. spreading rumours, name calling, homophobic comments

- Cyber e.g. use of ICT (such as social media sites like Facebook or Twitter) to spread rumours, call people names, send inappropriate messages or images

### Reporting incidents of bullying

If a parent/carer is worried that their child is being bullied, they should contact the tutor and explain what has happened.

There are a number of nominated 'Anti-Bullying Champions' who children can talk with, however, they may speak or share their concerns with any adult in College

In all cases, the procedures outlined below will then be followed.

### Procedures for reporting and responding to bullying incidents

Allegations of bullying will be taken seriously by all staff and dealt with quickly and impartially\*.

1. Allegations of bullying\*\* will be reported to the Year Leader who will be responsible for ensuring the allegations are investigated and appropriate interventions/actions taken.
2. The Year Leader (or another appropriate member of staff e.g. a tutor) will speak to all of the students involved individually, starting initially with the victim of bullying, and take statements. They will seek to find out;
  - What occurred;
  - Names of those responsible for any bullying behaviour and any possible witnesses;
  - How long and how often the bullying has happened
3. Appropriate action will be taken, dependent upon the scale and frequency of the bullying. (See Appendix 1.) The Year Leader will discuss the sanctions with the link Senior Leader. This will be recorded as a bullying incident on the student/s' behaviour record/s.
4. Restorative justice approaches **may** be used between the victim and perpetrators, dependent upon the individual case and the wishes of the victim.
5. Parents of all parties will be contacted and informed of the incident and outcomes.
6. Support will be offered to the victim (usually a referral to a Learning Mentor) and it may also be considered appropriate to offer support to the bully/ies, to ensure that such behaviour does not happen again.
7. If the bullying continues, more serious sanctions will be applied, in line with the Behaviour Policy. Parents/carers of the bully/ies will be invited to College for a meeting with the Year Leader. Further incidents will require a meeting between parents/carers and a member of the Senior Leadership and Management Team (SLMT).

\*This means that investigations have to take place before we implement any sanctions. Parents/carers of any alleged victims will need to be reassured that students will be spoken to quickly and actions taken to keep everyone safe until the investigation completed.

\*\*Referring back to the earlier definition of bullying as action 'repeated over time'

### Preventative Strategies

a) Staff, students and parents/carers should be alert to possible signs of bullying so that they can offer support in a proactive manner, rather than waiting for a student to make a disclosure. The possible signs could include:

- Unwilling to come to College
- Truancy
- Becomes withdrawn or anxious
- Poor sleeping patterns
- Has possessions which are damaged or 'go missing'
- Has unexplained cuts or bruises
- Becomes aggressive or disruptive
- Stops eating
- Starts bullying others e.g. siblings, or younger students
- Starts stammering
- Is reluctant to use the Internet or becomes nervous when receiving text messages.

b) Assemblies are also used to promote the College as a community in which students and staff work together in a mutually supportive environment. Some assemblies deal specifically with anti-bullying or elements of bullying behaviour.

Within the PSHCE curriculum students are encouraged to develop the skills of empathy and managing emotions. Lessons which deal with relationships, managing conflict, stereotyping and discrimination encourage students to reflect on how bullying may happen. There are also specific lessons delivered about bullying and abuse in relationships.

E Safety lessons within PSHCE and the ICT curriculum which address issues with cyber bullying.

c) Access to support for students is highlighted in a variety of forums across the College. This includes the weekly student bulletin, tutor displays, website and Safeguarding Boards in each year area.

### Linked policies:

Behaviour Policy

E Safety Protocol

Single Equality Policy

ICT and Acceptable use Protocol

Appendix 1

Type of bullying	Examples	How this will be recorded	Possible consequences
Physical	Pinching, poking	L2 – Physical bullying	Change of seating plan
Verbal	Name calling, spreading stories, regular unkind comments	L2 – Verbal bullying	L2 Detention Written apology
Emotional	Deliberately excluding someone, encouraging others to do the same	L2 – Emotional bullying	Restorative Justice Temporary withdrawal from activities e.g. sports teams
Cyber***	Making unkind comments, 'liking' or responding to unkind comments	L2 – Cyber bullying*	
Racist	Regular racist comments, inappropriate comments about race or religion	L3 – Racist bullying**	Headteacher Detention Referral to the Inclusion Base
Homophobic	Regular homophobic comments about or directed at another student	L3 – Homophobic bullying**	Fixed Term Exclusion
Sexual	Regular sexualised language, unwanted physical contact, asking persistently for sexual images ('sexting')	L3 – Sexual bullying**	Possible Permanent Exclusion (see exclusions policy)
Physical	Persistent use of significant physical aggression	L3 – Physical bullying	
All of the above	Repeated and ongoing behaviour, after intervention from school staff	L3 – repeated and ongoing bullying (after intervention)	

\* bullying that takes place over social media will not always be recorded as cyber bullying, e.g. if the bullying is racist or homophobic

\*\* to be classed as bullying it must be **repeated over time**. If happens once/within a short period of time this will be recorded as L3 – use of racist/homophobic/sexual language

\*\*\* We may involve the police in these incidents if we feel that a criminal offence may have been committed, for example under the Malicious Communications Act 1988 and the Communications Act 2003.