



# Norton College Worcester

## Anti-bullying Policy: Students

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## Statement of intent

**Norton College Worcester** believes that all Students are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the College's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the College.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the College's response to bullying. Under section 89, Colleges must have measures in place to encourage good behaviour and prevent all forms of bullying amongst Students. These measures are part of the College's **Code of Conduct**, which is communicated to all Students, College staff and parents.

All staff, parents/carers and Students work together to prevent and reduce any instances of bullying at the College. There is a zero-tolerance policy for bullying at the College.

Signed by:

R. Kenny Head teacher

Date: 13.12.18

E. Morris Chair of Directors

Date: 13.12.18

Review date: September 2020

## 1. Legal framework

1.1. This policy has due regard to legislation, including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

1.2. This policy has been written in accordance with DfE advice, including, but not limited to:

- 'Preventing and tackling bullying' (2017)
- 'Sexual violence and sexual harassment between children in Colleges and colleges' (2018)

1.3. This policy will be implemented in conjunction with the College's:

- **Student Code of Conduct (Behaviour Policy)**
- **Cyber Bullying Policy**
- **Child Protection and Safeguarding Policy**

## 2. Definition

2.1. For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

2.3. Vulnerable Students are more likely to be the target of bullying due to the attitudes and behaviours some young people have towards those who are

different from themselves. Vulnerable Students may include, but are not limited to:

- Students with SEND.
- Students who are adopted.
- Students suffering from a health problem.
- Students with caring responsibilities.

### 3. Key roles and responsibilities

- 3.1. The **Board of Directors** evaluates and reviews this policy to ensure that it is non-discriminatory.
- 3.2. It is the responsibility of all staff to be alert to possible bullying of Students and to deal with incidents as the highest priority.
- 3.3. The **headteacher** reviews and amends this policy, taking into account new legislation and government guidance, and using staff experience of dealing with bullying incidents in the previous year to improve procedures.
- 3.4. The **headteacher** keeps a **bullying record** of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- 3.5. The **headteacher** will analyse the data in the **bullying record** at **termly** intervals in order to identify any trends in the types of bullying occurring and implement the appropriate measures to tackle it.
- 3.6. The **headteacher** arranges appropriate training for staff members.
- 3.7. The Pastoral Manager corresponds and meets with parents where necessary. They also provide a point of contact when more serious bullying incidents occur.
- 3.8. **Staff members** are alert to social dynamics in the students in their care and are available for Students who wish to report bullying. They also provide follow-up support after bullying incidents.
- 3.9. All members of staff ensure that they are alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the Pastoral Manager of such observations.
- 3.10. All staff will avoid gender stereotyping when dealing with bullying.
- 3.11. All staff understand the composition of Student groups, showing sensitivity to those who have been the victims of bullying.
- 3.12. All staff have a duty to report any instances of bullying once they have been approached by a Student for support.
- 3.13. The **College first aiders**, often the first **people** to receive reports of bullying, offer emotional support to victims, and alert the Pastoral Manager.

- 3.14. Parents are advised to inform their young person's key worker and or the Pastoral Manager if they are concerned that their child may be being bullied or be involved in bullying.
- 3.15. Students are advised to inform a member of staff if they witness bullying, or are a victim of bullying.
- 3.16. Students are taught not to make counter-threats if they are victims of bullying.
- 3.17. Students are taught to walk away from any dangerous situations and avoid involving other Students in incidents.
- 3.18. Students are advised to retain all evidence of cyber bullying.

## 4. Types of bullying

- 4.1. Many different kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another Student because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or special educational needs are some of the types of bullying that can occur.
- 4.2. Bullying is acted out through the following mediums:
  - Verbally
  - Physically
  - Emotionally
  - Online (Cyber)
- 4.3. **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.
- 4.4. **Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.
- 4.5. **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 4.6. **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- 4.7. **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

## 5. Statutory implications

- 5.1. The College understands that, under the Equality Act 2010, it has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.
- 5.2. The College understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the College to be breached by failing to take bullying seriously.
- 5.3. The NAHT has guidelines that recommend headteachers must 'satisfy themselves' that their College's Anti-Bullying Policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.
- 5.4. Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
  - Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
  - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
  - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
  - Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **6. Prevention**

- 6.1. The College clearly communicates a whole-College commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole College.
- 6.2. All reported or witnessed instances of bullying in the College are investigated by a member of staff.
- 6.3. Staff encourage Student cooperation and the development of interpersonal skills through the use of group work and pair work.

- 6.4. All types of bullying are discussed as part of the curriculum, and diversity, difference and respect for others is promoted and celebrated through various lessons.
- 6.5. Seating arrangements in class will be changed and organised in a way that prevents instances of bullying.
- 6.6. Potential victims of bullying are drawn into working groups with children who do not abuse or take advantage of them.
- 6.7. Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- 6.8. All members of the College community are made aware of the College's Anti-bullying Policy.
- 6.9. All staff members receive training on identifying and dealing with the different types of bullying.
- 6.10. A safe place, supervised by staff, is available for Students to go to at lunch if they are involved in conflict with their peers, or wish to avoid a bully.
- 6.11. The teacher supervising the area will speak to Students to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- 6.12. Students deemed vulnerable, will meet with the Pastoral Manager to ensure any problems can be actioned quickly.
- 6.13. **Senior staff** will also offer an 'open door' policy allowing Students to discuss any bullying, whether they are victims or have witnessed an incident.
- 6.14. Before a vulnerable Student joins the College, the senior staff and the **DSL** will develop a strategy to prevent bullying from happening – this will include giving the Student a buddy to help integrate them into the College.

## 7. Signs of bullying

- 7.1. Staff will be alert to the following signs that may indicate a Student is a victim of bullying:
  - Being frightened to travel to or from College
  - Asking to be driven to College
  - Unwillingness to attend College
  - Truancy
  - Becoming anxious or lacking confidence
  - Saying that they feel ill in the morning
  - Decreased involvement in College work
  - Returning home with torn clothes or damaged possessions

- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

7.2. Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

7.3. Students who display a significant number of these signs are approached by a member of staff, in order to determine the underlying issues, whether they are due to bullying or other issues.

## **8. Staff principles**

8.1. Prevention is at the forefront of the College's Anti-bullying Policy.

8.2. Staff treat reports of bullying very seriously.

8.3. Staff do not ignore signs of suspected bullying.

8.4. Unpleasantness from one Student towards another is always challenged and never ignored.

8.5. Staff take action immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff.

8.6. Staff always respect Students' privacy, and information about specific instances of bullying is not discussed with others, unless it is in a setting that the victim has given consent to. If the member of staff believes the Student is in serious danger, e.g. of being hurt, they will inform the **DSL** immediately.

8.7. Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

## **9. Preventing peer-on-peer sexual abuse**

9.1. The College takes a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

9.2. Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an

atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

9.3. Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

9.4. The College's **Child Protection and Safeguarding Policy** outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place should any instances of sexual harassment or sexual violence be uncovered.

9.5. In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the College will educate Students about abuse, its forms and the importance of discussing any concerns and respecting others through their ongoing daily work.

9.6. The College will also ensure that Students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

9.7. All staff will be aware that Students of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

9.8. All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or

assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

- 9.9. All staff will be made aware of the heightened vulnerability of Students with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the Student's SEND and will always explore indicators further.
- 9.10. LGBT children can be targeted by their peers. In some cases, children who are perceived to be LGBT, whether they are or not, can be just as vulnerable to abuse as LGBT children. The College's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 9.11. Students will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.
- 9.12. If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

### **Managing disclosures**

- 9.13. Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.
- 9.14. If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.
- 9.15. The DSL will be informed of any allegations of abuse against Students with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the Student in mind at all times.

### **Confidentiality**

- 9.16. The College will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the College not to tell anyone about the disclosure, the College cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.
- 9.17. The DSL will consider the following when making confidentiality decisions:
  - Parents will be informed unless it will place the victim at greater risk.
  - If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.

- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.
- 9.18. More information regarding the College's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

## 10. Cyber bullying

- 10.1. The College has in place a Cyber Bullying Policy, which outlines the College's zero tolerance approach to cyber bullying.
- 10.2. Norton College Tewkesbury views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.
- 10.3. The College will support Students who have been victims of cyber bullying by holding formal and informal discussions with the Student about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.
- 10.4. In accordance with the Education Act 2011, the College has the right to examine and delete files from Students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all Colleges and there is no need to have parental consent to search through a young person's mobile phone.
- 10.5. If an electronic device is seized by a member of staff, and there is reasonable ground to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.
- 10.6. If a staff member finds material that they do not suspect contains evidence in relation to an offence, the headteacher will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

## 11. Procedures

- 11.1. Minor incidents are reported to the Pastoral Manager, who investigates the incident, sets appropriate sanctions for the perpetrator and informs SMT in writing of the incident and outcome.
- 11.2. When investigating a bullying incident, the following procedures are adopted:
- The victim, alleged bully and witnesses are all interviewed separately
  - Members of staff ensure that there is no possibility of contact between the Students being interviewed, including electronic communication
  - If a Student is injured, members of staff take the Student immediately to a College First Aider for a medical opinion on the extent of their injuries

- A room is used that allows for privacy during interviews
  - A witness is used for serious incidents
  - If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
  - Premature assumptions are not made, as it is important not to be judgemental at this stage
  - Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
  - All concerned Students are informed that they must not discuss the interview with other Students
- 11.3. Due to the potential for sexist, transphobic and sexual bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## 12. Sanctions

- 12.1. If the **headteacher** is satisfied that bullying did take place, the Student will be helped to understand the consequences of their actions and warned that there must be no further incidents. The Headteacher will apply the 'no blame' principles.
- 12.2. The **headteacher** informs the student that he expects student to 'put things' right and will take the student through this process using the 'no blame' approach. Sanctions will not be issued at this point as it is recognised that this option hasn't been effective in the past. The Head teacher will outline potential consequences if the behaviour continues.
- 12.3. If possible, the **headteacher** will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.
- 12.4. The perpetrator is made to realise, by Senior staff using the 'no blame' approach that some Students do not appreciate the distress they are causing, and that they should change their behaviour.
- 12.5. Parents are informed of bullying incidents and what action is being taken.
- 12.6. The Pastoral Manager and all staff informally monitors the Students involved for the foreseeable future.

## 13. Support

- 13.1. If the Student visits the Pastoral Manager and or a preferred member of staff, they should informally check whether the bullying has stopped.

- 13.2. During am and pm briefings the Head teacher or most senior member of staff present will check whether the bullying has stopped.
- 13.3. The **Pastoral Manager** holds a formal meeting, on a **monthly** basis, to check whether the bullying has stopped – these formal meetings will continue to take place **once a month** until the **Pastoral Manager** and victim are confident the bullying has stopped.
- 13.4. If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- 13.5. The victim is encouraged to tell a trusted adult in College if bullying is repeated.
- 13.6. The victim is encouraged to broaden their friendship groups by joining lunchtime or after-College club or activity.

## 14. Follow up support

- 14.1. The progress of both the bully and the victim are monitored by the Pastoral Manager. One-on-one sessions to discuss how they are progressing may be appropriate.
- 14.2. If appropriate, follow-up correspondence is arranged with parents **one month** after the incident.
- 14.3. Students who have been bullied are supported in the following ways:
  - Being listened to
  - Having an immediate opportunity to meet with the Pastoral Manager or a member of staff of their choice
  - Being reassured
  - Being offered continued support
  - Being offered counselling, where appropriate
- 14.4. Students who have bullied others are supported in the following ways:
  - Receiving a consequence for their actions
  - Being able to discuss what happened
  - Being helped to reflect on why they became involved
  - Being helped to understand what they did wrong and why they need to change their behaviour
  - Appropriate assistance from parents
- 14.5. Students who have been bullied will be assessed on a case-by-case basis and the **DSL** will, if necessary, refer the victim of bullying to CAMHS.
- 14.6. In cases where the effects of bullying are so severe that the Student cannot successfully reintegrate back into the College, the headteacher and **DSL** will look to transfer the Student to another appropriate College.

- 14.7. Where a child has developed such complex needs that alternative provision is required, then the Student who has been the victim of bullying, their parents, the **headteacher** and the **DSL** will meet to discuss the use of alternative provision.

## **15. Bullying outside of College**

- 15.1. Teachers have the power to discipline Students for misbehaving outside of the College premises. This can relate to any bullying incidents occurring anywhere off the College premises, such as on College or public transport, outside the local shops, or in a town or village centre.
- 15.2. Where bullying outside College is reported to College staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the Student on College premises, or elsewhere when the Student is under the lawful control of the member of staff.
- 15.3. The headteacher has a specific statutory power to discipline Students for poor behaviour outside of the College premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate Students' conduct when they are not on College premises, and therefore, not under the lawful charge of a College staff member.
- 15.4. The **headteacher** is responsible for determining whether it is appropriate to notify the police of the action taken against a Student.
- 15.5. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

## **16. Monitoring and review**

- 16.1. This policy is reviewed every **two years** by the **headteacher** and the **DSL**.
- 16.2. The scheduled review date for this policy is **July 2020**.

# Appendix 1 – Bullying Report Form

This form will be sent to the headteacher upon completion:

## Personal details

Name of person reporting incident:	
Name of Student(s) being bullied:	
Sex:	
Year group:	
Form:	
<b>How may we contact you (please circle)?</b>	
At College	At home
Home address:	
Email:	
Telephone:	

## Incident details

<b>What happened?</b>
<b>Where did the incident take place?</b>
<b>When did the incident occur?</b>
<b>Who has been suspected of bullying?</b>
<b>Did anyone else see the incident?</b>
<b>According to the victim, how often does the bullying take place?</b>
<b>According to the victim, how long has the bullying been going on?</b>

## Impact of the bullying

**What emotional impact has the bullying had on the Student?**

**Was anyone physically hurt?**

**Did anyone need medical attention?**

**Has anyone else been informed of the bullying?**

**If so, when were they informed?**

**If not, why has the incident not been reported?**

## Help and support

**Do you have any concerns about reporting the bullying?**

**What more do you think could be done to help prevent instances like this in future?**