St Dunstan's College

P4 – ANTI-BULLYING

1.0. INTRODUCTION, PURPOSES 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. 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.

1.4. Any member of our community may bully or be a victim of bullying, including both pupils and staff. We consider all instances of bullying equally serious and in turn expect all pupils, parents and staff to play their part in preventing and tackling bullying.

1.5. All members of the College community, including governors, teaching and non-teaching staff, pupils and parents should understand 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.

1.6. 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. We encourage all members to speak out if they have a concern about their own or someone else's safety and happiness.

1.7. This policy is written with regard to the following guidance:

- *Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies* (July 2017)
- *Cyber-bullying: Advice for headteachers and school staff* (2014)
- *Keeping Children Safe in Education* (September 2021)

2.0. DEFINITION OF BULLYING

2.1. In line with the guidance from the Department for Education and the Anti-Bullying Alliance, St Dunstan's College defines bullying as the repetitive, intentional hurting of one person or group by another person or group. This can involve an imbalance of power between the individuals concerned. It can happen face to face or online and can lead to psychological damage if unresolved.

2.2. Examples of bullying include but are not limited to:

- Physically hurting, harming or humiliating another person or damaging, hiding or taking their property, including money
- Verbal/written abuse such as name-calling, persistent teasing, insulting, spreading malicious rumours, threats of violence. This includes interactions online.
- 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 of an individual.
- 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 or any other protected characteristic.
- Sexual harassment: unwanted or unwelcome physical contact, abusive comments, abusive behaviour and sexist graffiti.
- 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. Cyber-bullying can happen on or off school premises and is dealt with in the same way no matter the location if it involves College pupils.
- 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.
- Indirect involvement: manipulating a third party to tease or torment someone.

2.3. Certain vulnerable pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities as well as children with a protected characteristic who are bullied due to prejudice. Any child with a perceived difference could potentially be at risk from bullying.

2.4. Bullying is recognised by the College as being a form of peer-on-peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's wellbeing, emotional development, and learning.

2.5. When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the Designated Safeguarding Lead will follow procedures as outlined in our *Safeguarding and Child Protection Policy* and *Keeping Children Safe in Education* and liaise with our local safeguarding partners as necessary.

3.0. RELATIONAL CONFLICT AND FRIENDSHIP ISSUES

3.1. Sometimes pupils can feel hurt or upset because they have fallen out with a friend. This is not the same as bullying. On other occasions pupils can be affected by a one-off incident of unkind behaviour. This is also not the same as bullying. In both of these cases, similar strategies may be employed to tackle the situation in order to resolve conflict and prevent the situation escalating to bullying.

4.0. PREVENTING BULLYING

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

- The Stuart curriculum and other forms PSHEE
- Assemblies
- Presentations/workshops by external agencies, for both pupils and parents
- From Teacher/Tutor led discussions on e.g. the differences between people and avoiding prejudice-based language
- Peer mentoring

4.2. 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. Parents should feel confident that the College will take any allegation of bullying seriously.

4.3. The College will ensure staff receive training on the contents of this policy, on restorative practice, on legal responsibilities and on supporting pupils with individual needs that could make them vulnerable to bullying.

4.4. 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. DEALING WITH BULLYING INCIDENTS AND RECORD KEEPING

5.1. The College adopts a No Blame Approach to tackling bullying. 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.

5.2. Where the No Blame Approach does not improve the outcomes for the target(s) of bullying behaviour, disciplinary sanctions will be implemented which reflect the seriousness of the incident and convey a deterrent effect.

5.3. 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 Teacher/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 or the Police
- 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.

5.4. Suspected bullying incidents should be logged on MyConcern. Any bullying incidents will also be recorded on the College's anti-bullying log. This allows senior staff to remain alert to any patterns or trends in bullying behaviour.

6.0. RELATED PROCEDURES AND POLICIES

No Blame Approach to Bullying
P1 Safeguarding and Child Protection Policy
P3 Expected Pupil Behaviour including College Rules
P15 ICT Policy including Pupil Acceptable Use Policy

Anti-Bullying			
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Committee:	Education Committee	**Clerk to the Governors** **Signature:**	 ……