



Conisborough College

Anti-bullying Policy

Date Agreed by Full Governors: 22nd September 2022

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Chair of Governors Signature:

Date final version adopted: October 2022

Date to be reviewed: September 2023

Anti-bullying Policy

Introduction

Conisborough College, A Colfe's Associate School, works with children in the Borough of Lewisham. As an organization in this borough we are expected to have our own **Anti-Bullying Policy**.

The Education and Inspections Act 2006 also requires schools to formulate a behaviour policy, which includes the prevention of all forms of bullying. The Policy will be reviewed every two years.

Values and Vision

Conisborough College is a forward-looking school. Our aim is to keep the members of our school's community safe and healthy. All members of our community support a secure school climate, in which teaching, and learning can take place free from threat, harassment, discrimination and any type of bullying behaviour. We are committed to working together to make our school a happy and secure place for young people and adults to learn and work.

Links with other Policies

This policy is linked to the following policies:

- Behaviour
- Safeguarding
- Health and Safety
- Teaching and Learning
- Complaints and grievance
- E- safety policy
- Performance Management
- Equal Opportunities
- Whistle blowing

Purpose of the Policy

The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

We recognise that the national trend shows there is an increase in the use of technology in bullying, (**cyber-bullying**) and therefore our anti-bullying policy takes this form of bullying into account to keep our students safe in cyberspace.

Definition of Bullying

'Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim" (The Anti-Bullying Alliance definition, adopted by Lewisham and our school)

Cyber-bullying is the use of technology to send threatening or offensive messages or images to another person in the school environment. For the purpose of this document school environment includes school buildings, grounds, vehicles, bus stops, and all school sponsored activities and events.

Bullying Behaviour

The types of behaviours we will consider as bullying behaviours are listed below:

- **Verbal** - Name-calling, insults, jokes, offensive language or comments, threats, innuendo, teasing, bragging, ridicule.
- **Physical** - Unprovoked assaults such as prodding, pushing, hitting or kicking, 'rushing / steaming', shaking, inappropriate touching, blocking the way, capture, contact involving objects such as weapons

- **Social** - Humiliation through exclusion or rejection by peer group, 'blinking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor
- **Cyber** - Via the internet, email or mobile phone, e.g. text messages, phone calls, pictures / video clips. Chat rooms, instant messages or posting on websites or message boards
- **Non-verbal** - Staring, throwing dirty looks, 'cutting your eyes', gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games, use of graffiti
- **Provocative** - Inciting others to behave in a threatening, racist, sexist or homophobic way, bringing provocative literature or homophobic propaganda
- **Other** - Extortion, blackmail, hiding or interfering with personal property, etc., forcing to take part in embarrassing initiation rites or humiliating acts, seeking sexual favours

These are, of course not exhaustive.

Categories of Bullying Behaviour

We recognise a great deal of bullying behaviour is motivated by issues linked to power, status, strength and age, and may be underpinned by jealousy or a sense of threat. Bullying can also be triggered by young people's prejudice about race, gender, sexuality and / or disability. Much of this is often 'minimalised' and based round stereotyping and 'humorous' casual language and 'jokes.

The categories of bullying behaviour are outlined below,

a) Racist and faith-related bullying

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalized, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or natural status.

b) Sexist bullying

Sexist bullying is more commonly experienced by females and is usually carried out by males. The National Education Union defines sexism as behaviour, language or prejudice, which expresses institutionalized, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles and attributes.

c) Homophobic bullying. Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by fear or prejudice against lesbian, gay, bisexual, transgender or transsexual people (LGB), or against those perceived to be lesbian, gay or bisexual. It can also be targeted towards pupils who are seen to be 'different' in some other way. In this way, a person's identity is used to abuse them, and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality. Again, stereotypical attributes are used freely and repeatedly.

d) Special educational needs (SEN) and disability-related bullying

This group includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not. For all children with SEN and disabilities discrimination based on their needs can be a challenge.

Bullying Prevention and Education

We believe bullying can be prevented if the members of the community are educated on how to recognise the various forms/categories of bullying, what to do when it is recognised and strategies for preventing it occurring again.

We also believe having systems in place which can quickly pick-up incidents of bullying and have clear procedures on how to respond to these bullying incidents will significantly reduce bullying.

We therefore, aim to use and develop a range of programmes to contribute to the prevention of bullying at all school levels. These include:

Whole School Strategies

- We have an agreed definition of bullying and systems in place for intervening when it happens.

- Our anti –bullying policy is reviewed annually with input from all stake holders and shared widely
- We seek to develop a culture of dialogue through communication and surveys of and with the college’s stakeholders
- Our space is tightly managed through duty rotas, zoning of our recreational areas
- High Leadership Team Member presence
- A tight duty rota - bullying is less likely to occur if there is a regular and consistent presence of staff members on duty around the school site
- Form tutors and Heads of Year who know the students well
- A Restorative Justice approach to dealing with incidents which ensures that there is education of victims and perpetrators rather than simply sanctions.
- Peer lead Anti-bullying and race equality initiatives and ownership.
- Bullying addressed through the curriculum (explicitly through the tutor programme and PSHE programme – additionally within all Arts subjects)
- Rolling programme of training and teaching to raise staff and student’s awareness of how to model appropriate behaviours and challenge discriminatory/bullying behaviours.
- Assemblies and the curriculum used as vehicles to promote positive relationships, tutor time and work through the Heads of Year interventions.
- Keeping ourselves and others safe – updating and supporting students and parental understanding of on-line and internet safety.
- Actively engaging and promoting the Conisborough College Code of Conduct in all interactions with students.

Targeted, low to mid-level intervention strategies

- Small group work and Learning Mentors
- Use of Individual behaviour Support Plans to support young people who have utilised bullying behaviours. (IBP’s)
- Restorative discussions
- Internal exclusion
- Detention

Intensive, High level intervention

- One to one and sign posting to external agencies for additional support via Learning Mentors, CAMHs
- Full restorative conferences
- Class or group conferences
- Initiation of a Personal Support Plan (PSP) with a Head of Year and SLT member.
- Fixed term exclusion
- Permanent exclusion
- Referral to the school counsellor
- Referral to the Metropolitan Police Safer Schools Officer

Procedures for Dealing with Bullying Incidents

Our whole school aim is to move towards becoming a restorative organization
Our strategy for dealing with bullying incidents is based on the flow chart below.
(See appendix 1) The parts of the flow chart are expanded below:

1) Bullying Incident Reporting

It can take courage for a young person to report a bullying incident, whether they are a victim, bystander or have used bullying behaviour. Staff receiving the information should show that they are listening; the young person / people reporting the incident should feel that they have been listened to carefully and that they are being taken seriously. Finding a quiet place to talk where the conversation will not be disturbed is good practice. At this stage it should be clearly established, using the school’s definition of bullying, that the incident reported is one of bullying.

2) Is there a Child Protection concern?

Staff must be alert to whether there may be a child protection concern and follow the correct procedures if they think this is the case. Report the matter to a DSL and record it on CPOM's immediately.

3) Investigate the incident

It is crucial to establish as far as you can what has happened. Using open questions when interviewing those involved is generally more useful than using closed questions, unless you are clarifying a point. The following may be helpful when questioning those involved and recording incident(s):

- What has been happening?
- Who has been involved?
- How have those involved been affected?
- Where did the incident(s) take place?
- When did the incident(s) take place?
- What happened just before / after the incident(s) took place?
- How often has this been happening?
- Over what period has this been happening?
- What were you thinking / feeling at the time of the incident(s)?
- What have you been thinking / feeling since?

It is also useful to summarise at regular intervals, what has been heard back to the person being interviewed. Summarising enables everyone involved in the conversation to finish it with a common understanding of what happened; for a person talking about a difficult situation for the first time, feeling understood will be very important.

4) Decide on the response

Refer to the section of the policy on bullying prevention and education.

5) Plan and act

At this stage, whatever response has been decided on should be planned in detail, put into place and recorded on the incident form for data collection and monitoring processes.

6) Provide ongoing support to those involved as necessary

Investigating incidents of bullying can bring to light additional issues for those involved – as a victim, wrongdoer or bystander – that need further support to be resolved. Helping victims and wrongdoers to resolve these issues through practical and / or emotional support can be important for them to change their behaviour in the future and avoid further bullying incidents. Should this be the case, a referral can be made through the appropriate channel to one of the provision services in school or to one of the external agencies the school has links with specialising in an area.

7) Monitor the situation

Even if you are confident that the action you have taken to resolve the incident of bullying has been successful, it is important that the situation is monitored for an agreed period. This can be done formally through follow-up meetings with those involved, or informally by Learning Mentors or Tutors. Actively involve parents keeping them informed at every stage.

8a) Close the incident (continue ongoing support as necessary)

Once the agreed monitoring period has passed and there has been no recurrence of the bullying incident, then the incident can be formally closed, and a note placed on the student's record to reflect the outcome.

8b) Further incident reported

If, during the monitoring period, or after it, a further incident of bullying is reported involving the same young people, then the incident flow chart should be followed again from Stage 2. The school will also review the response and action taken during the previous incident and consider, having communicated with the relevant people, what further or different action might need to be taken.

9) – 11) Implications for the Conisborough's practice and policy

As a result of the ongoing communication between staff in the school and those involved in the bullying incident, the school may need to review aspects of its practice. Discussions will be held with relevant staff, students or parents before changes are put into place. Once changes are agreed and are in place, the anti-bullying policy will be altered to reflect the new practice.

Ongoing Support

Practical Support

Practical support should be focused on giving the young person a sense of control over the situation. The practical support we offer are

- Helping a young person or parent / carer liaise with other organisations and / or their family
- Enabling a supportive adult to attend meetings with the young person where the incident will be discussed
- Making sure the young person has up-to-date information about the progress of the incident
- Providing information about the legal or court process if necessary
- Providing information on criminal injuries compensation if necessary – contact through victim support
- Providing personal safety information, e.g. leaflets and advice, chats with the community police.
- Referring the young person to other agencies for specialist support

Emotional Support

Appropriate emotional support helps young people involved in bullying incidents to explore the options available to them, to identify strategies for dealing with the effects of being involved and to put any fears they may have concerning their emotional reaction to bullying into context. The support enables them to express their thoughts and feelings about how the bullying has affected them. Victims, wrongdoers and bystanders may need emotional support.

Emotional support includes:

- Allowing young people to tell their story in their own words and at their own pace (completing incident accounts in a quiet supportive environment)
- Active listening, to show the young person that they have been heard
- Reflecting back what the young person says to show they have been understood
- Helping the young person to work through any feelings of anger
- Positively challenging guilt and self-blame, and expressing compassion, concern and empathy
- Conveying a sense of positive regard towards the young person
- Demonstrating respect and a non-judgmental approach to the person and their situation
- Identifying, affirming and encouraging the young person's capacity to cope in the future
- Helping the young person to build self-esteem and confidence
- Helping the young person to change their behaviour as necessary

In some cases, a young person may need more in-depth support, which is beyond the skills of staff in the organisation to provide. In these cases, a referral for specialist counselling or mental health support would be made.

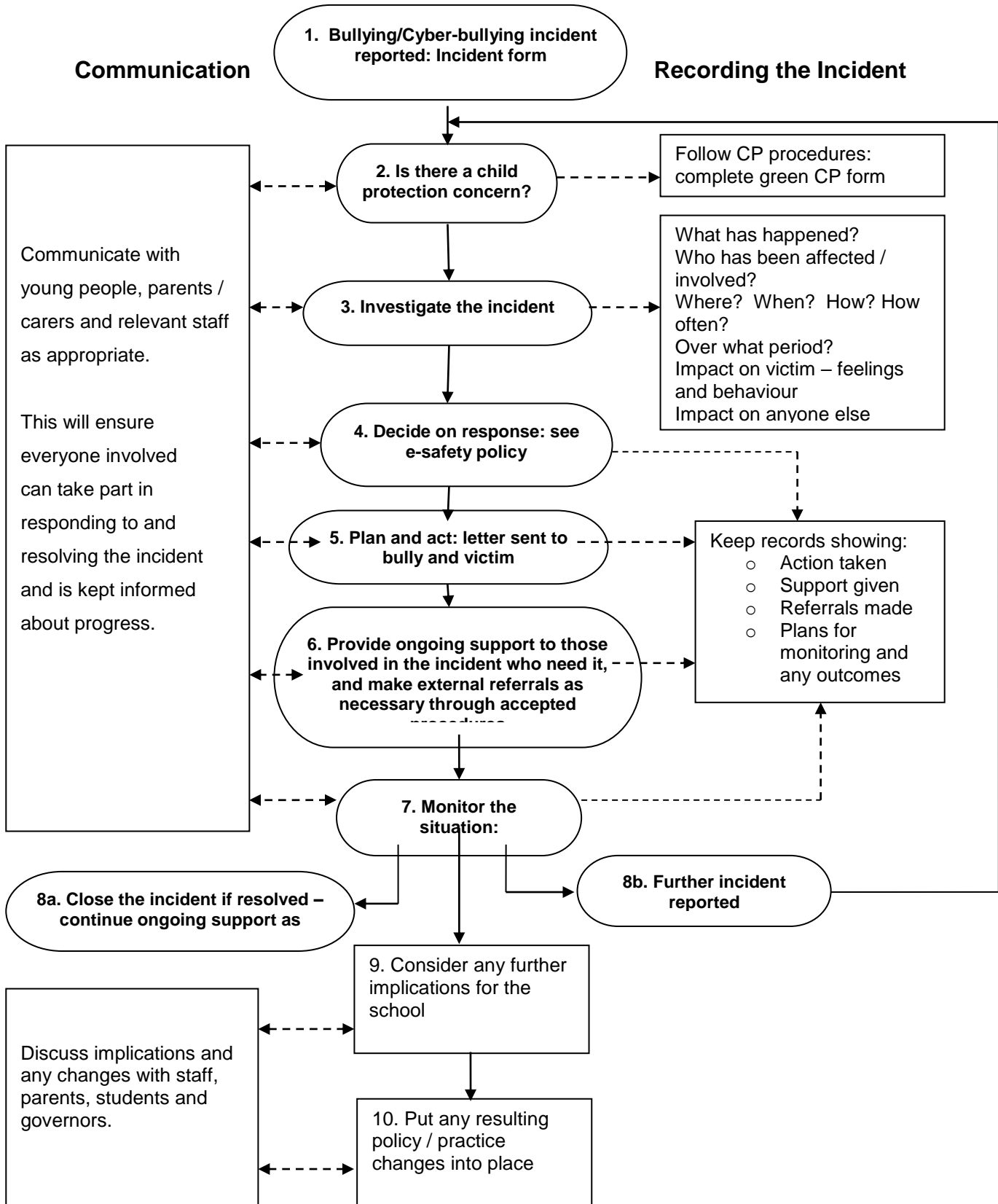
Collecting, Monitoring and Analysing Data

We will collect the following information routinely and analyse it termly

- Profile of the wrongdoer(s) and the victim(s) (gender, age, ethnicity and so on)
- The nature and type of bullying
- The times and locations at which the bullying happened
- Strategies used
- Outcomes

Results from data monitoring make a significant contribution to the school's evaluation of its anti-bullying and safeguarding policies and practice.

Appendix 1
Bullying/Cyberbullying incident flow chart





11. Record any changes in a revised anti-bullying policy