



CRANBURY COLLEGE

ANTI BULLYING POLICY

Document Control Information

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Cranbury College Anti- Bullying Policy 2018

Definition

Cranbury College defines bullying as

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group socially, physically or emotionally”.

It is important to approach ‘bullying’ as a safeguarding issue, as it causes harm and distress to those effected. Bullying behaviour is usually characterised by an imbalance in power which makes it harder for the victim to defend themselves, this is especially true where young people may have reduced emotional resilience.

The Law

Cranbury College complies with the legal requirements placed on schools and management committees to determine detailed measures (rules, rewards, sanctions and behaviour management strategies) that “encourage good behaviour and respect for others on the part of pupils and in particular preventing all forms of bullying among pupils” Education and Inspections Act 2006, section 89. The school will exercise its legal powers (as outlined in section 89/5) and (section 91, Education and Inspections Act 2006) as deemed appropriate and practicable.

Schools are required to comply with the most recent equality duty ‘The Equality Act 2010’. The public sector equality duty has three aims:

- 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.

Statement of intent

At Cranbury College, we respect and encourage all students to have full and open access to every learning activity and opportunity. All staff and stakeholders are committed to the provision of a safe and caring environment in which all students can thrive as individuals and learners

Cranbury College recognises that all students have the right to **Learn**, to be **Safe** and to be **Respected** they also need to accept the responsibilities that go with these rights. Namely that they work within the Cranbury College code of conduct as defined in the behaviour policy.

Given the prevalence of challenging behaviours in our setting and low levels of emotional development common to many of our young people, we need to

- be particularly sensitive to bullying within our community
- Offer highly structured support to both victim and perpetrators to enable them to move on from the incident(s).
- provide a wide range of activities to educate students about safeguarding issues
- manage our culture to ensure that prejudice and victimisation is ALWAYS promptly challenged

The aims of this policy are;

1. To Increase awareness of the types, symptoms and causes of bullying.
2. To define how our curriculum will develop the understanding of safety, and build resilience, self-confidence and self-esteem in all students to ensure that, wherever possible, bullying is prevented.
3. To define how support for victims and perpetrators will be provided, in order that they can moderate their behaviour.
4. To develop and promote an 'anti-bullying' expectation and ethos in the College where students are mutually supportive of one another.
5. To encourage all students and staff to report concerns regarding bullying and bullying behaviours.

1. Types of bullying

Bullying comes in many forms and though not exclusive the list below highlights the main forms of bullying

Physical: Assault, punching, pushing, kicking, hitting, headbutting, unacceptable touching (including that of a sexual nature), blocking (preventing movement through an access point) pinching, spitting, violent threats, damaging belongings or any other form of physical activity that makes a person feel threatened or intimidated.

Verbal: Words or intonation used in an aggressive manner; designed to hurt or cause offence such as name calling, mocking, taunting, gossiping, spreading rumours and teasing.

Written: Insults or threats contained in writing. Note passing, threatening letters, graffiti, cyber communications (including false representation online), defacing of property belonging to another person.

Psychological: Direct or indirect communication that seeks to place another person in an anxiety state. Gestures, tormenting, humiliating, ridiculing, ignoring, silent treatment, excluding, stalking, invading personal space.

Cyber: Harassment, alarm, distress or humiliation that uses the internet or other technology. Cyber bullying is viewed as extremely serious by the college as it differs from other forms of bullying in that there is invasion of home and personal space, a

wider audience, perceived anonymity and the fact that bullying can continue constantly.

Homophobic: Motivated by, or focuses on, the issue of perceived sexual preference or orientation.

Sexual: Unwanted sexual physical contact or sexually abusive comments. Sexual harassment or coercion by individuals or groups.

Racist: Racial taunts, comments, graffiti, gestures which are designed to influence racial hatred, ignorant attitudes and assumptions

Signs and symptoms of bullying are: -

- Being frightened of attending or travelling to/from college or college-related activities.
- Changes in usual routine or behaviour.
- Feeling ill in the morning, has sudden illness or depression
- Gaps in attendance.
- Becoming withdrawn, anxious or talking in confidence.
- Unexpected speech and language divergence.
- Suicidal feelings.
- Absconding from home/truanting from college
- Has nightmares or cries themselves to sleep at night.
- Looks damaged when they come home.
- Has possessions which are damaged or missing,
- Asks for money or steals money.
- Comes home hungry.
- Becomes aggressive, disruptive or unreasonable.
- Is frightened or unwilling to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid or reluctant to use the internet or mobile phone.
- Is nervous or jumpy when a cyber message is received.
- Self-Harm, both physical, mental and emotional.

(2) Preventative steps and promotion of anti-bullying ethos

All staff will actively challenge, and encourage students to challenge, stereotypically negative views and will be encouraged to view positively differences in others especially regarding gender, culture, sexuality, race and disability.

Staff must not tolerate comments or actions that could make any individual feel isolated or inferior.

Challenges should seek to help individuals question why they hold assumptions and prejudices and educate them as to why others may find this behaviour offensive.

Role of all staff

- To promote and develop the anti-bullying strategy with all students and parents/carers.

- To act as good adult role models, always promoting the view that bullying behaviour is unacceptable in our community.
- Attend training on bullying on a regular basis.
- Take all forms of bullying seriously; and intervene proactively to prevent incidents from happening or escalating.
- Keep records of incidents that have happened in class and clearly state what action they have undertaken to mitigate the circumstances.
- If staff witness bullying they should do all that they can to support the student without making the situation worse for the victim.
- Support all students in the development of mutually supportive climates for learning through implementation of the college behaviour policy
- Mentor individual behavioural development of all students using the Boxall profile behaviour skills ladders (see behaviour policy)

Role of phase leaders

- Learning activities will be facilitated each term, to educate students about the types of bullying, symptoms of bullying and what to do if you are bullied or witness bullying.
- Anti-bullying signage, advice and information displayed across all college sites and spaces.
- Display work to demonstrate that students understand about safety issues that affect their group (road safety, alcohol, drugs, sex education, cyber safety, home safety etc)
- Records of any bullying and or incidents and how the issues were dealt with and monitored over time
- Organisation of supervision of students at specific times of the school day where bullies may have the opportunity to victimise others. For example during so called 'unstructured' time: break, lunch times and transition times.
- Identification of any particularly vulnerable individuals or groups and details of risk reduction plans put in place

Role of senior leaders

Leaders will be responsible for monitoring the application of this policy, rates and incidents of bullying. They will be accountable to parents, students and the management committee for ensuring that all incidents of bullying are tackled effectively and the risk of harm from bullying reduced in all centres.

The role of parents/carers

You know your child best. Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend college, feel ill regularly, or not complete work to their usual standard. Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc. If you feel your child may be a victim of bullying behaviour, inform college immediately. Your complaint will be taken seriously and appropriate action will follow.

If a child has bullied your child, it is vital that you do not approach that child yourself or involve an older child to deal with the bully. Please inform college immediately. It is important that you advise your child not to fight back. This will almost certainly escalate the situation and make it worse. Tell your child that it is not their fault that they are being bullied. Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help. Be assured that the bullying will be dealt with promptly and appropriately.

If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

We expect parents to;

- Talk to their children with regard to issues of bullying particularly cyber-bullying and monitor their children's use of the internet and mobile phones at home.
- Report any incidents of bullying to a member of the college team.
- Support the anti-bullying policy and to encourage their children to follow this example.
- Always follow the college code of conduct.
- Discourage any bullying they encounter and support any school-sanctions.
- Hold the college to account for ensuring their child feels safe from bullying at college.

(3) support for victims and bullies

If bullying is suspected, we will:

- Talk to the suspected victim, and any witnesses. in a private area. We will consciously avoid drawing undue attention to the student. This may mean visiting the student at home to discuss the issue.
- Identify the bully and talk about what has happened, to discover their motivations and version of events. Make it clear that bullying is not tolerated and impose the sanction (guidance is given in the sanctions tariff within the behaviour policy).
- Incidents of bullying are recorded on incident sheets.
- Staff will continue monitoring the situation to ensure there is no repetition. Any follow-up findings and actions will be recorded in the monitoring section of the Incident form.
- Inform parents / carers and invite them to discuss all incidents with the centre manager or senior manager.
- Produce an action plan with the victim which outlines how the victim will be kept safe from further abuse and offers talking support to help them improve their resilience and self-esteem (seek advice from managers or behaviour support team where necessary).
- Produce an action plan for the bully. **Children who bully have a need for control and power which indicates a fundamental lack of security and safety.** Issues of this magnitude need to be addressed within a therapeutic framework. All bullies will be expected to work with our behaviour support professionals and or commissioned therapists to develop strategies to alleviate their need to bully. Failure to engage with such provision would make placement within groups unsafe.

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