

ANTI-BULLYING POLICY

STATEMENT OF INTENT

Our vision at Sir Jonathan North Community College is to have high standards of teaching and learning which challenge our students to achieve. Our anti-bullying policy supports this ideal by:

- ◆ Promoting respect and tolerance for each other and the school
- ◆ Helping students towards an understanding of what is right and wrong
- ◆ Providing a caring, friendly and safe environment for all students so they can learn
- ◆ Encouraging positive relationships

Bullying of any kind is unacceptable. If bullying does occur, all students should feel able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING and LISTENING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We believe in tackling incidents of bullying by encouraging an environment where individuality and diversity is celebrated and individuals can develop without fear. This involves including and engaging everyone's perception of bullying. We promote and reward good behaviour and respect for others with the aim of preventing all forms of bullying.

DEFINITION OF TERMS

What Is Bullying?

Sir Jonathan North Community College adopts the Government's definition of bullying:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'

Source: Preventing and Tackling Bullying DfE October 2014 (p6)

Bullying is the use of aggression with the intention of hurting another person. It results in pain and distress to the victim. Bullying is usually conscious and wilful and commonly consists of repeated acts of aggression and / or manipulation. It is something which takes place [Several Times On Purpose](#). It can take a number of forms – both physical and non-physical, either in a combination or in isolation. Two thirds of all bullying is verbal, and increasingly this happens in un-moderated chat rooms or by instant messaging, or via text messages on mobile phones. Bullying can also be because of prejudice against particular groups (for example, because of Special Educational Needs, on grounds of race, religion, gender, sexual orientation or transgender status, or because of caring duties).

Bullying can involve:

- ◆ Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- ◆ Physical pushing, kicking, hitting, punching or any use of violence, damage to property
- ◆ Racist racial taunts, graffiti, gestures
- ◆ Faith or Religion regarding beliefs, dress or religious symbols
- ◆ Sexual unwanted physical contact or sexually abusive comments
- ◆ Homophobic associated with or focused on the issue of sexuality
- ◆ Verbal name-calling, sarcasm, spreading rumours, teasing, threats
- ◆ Cyber all areas of internet - email and internet chat room misuse.
mobile threats by text messaging and calls and misuse of associated technology, i.e. camera and video facilities.
- ◆ Disability disability-related harassment
- ◆ In the community on the bus, at the park, in places of worship – including cyberbullying
- ◆ Bullying through a third party

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

AIMS AND OBJECTIVES

The aim of our anti-bullying policy is to:

- ◆ provide a secure, stimulating, positive and mutually respectful and inclusive environment for learning
- ◆ ensure that all governors, teaching and non-teaching staff know what the school policy is on bullying, and follow it when bullying is reported
- ◆ clarify for students and staff what bullying is and that it is **always** unacceptable
- ◆ explain to staff, students and the school community why bullying and harassment occur and their impact on individuals and the school as a whole
- ◆ assure students and parents that they will be listened to and supported if bullying is reported

The college also intends:

- ◆ to involve students in any planning, discussion and dissemination of work related to anti-bullying
- ◆ to have in place an anti-bullying support system that all staff and students understand and are applying consistently
- ◆ to regularly monitor and review the policy with the full involvement of staff, students, parent/carers and the wider school community.

PRACTICE AND PROCEDURES

What we do to prevent bullying

Everyone involved in the life of the college must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour, and by being clear across the college that we follow college rules. All members of the college community are expected to report incidents of bullying.

1. **Staff** have a vital role to play as they are at the forefront of behaviour management and supporting young people's sense of well being in college. They have the closest knowledge of the young people in their care and should build up a relationship involving mutual support, trust and respect.

We expect staff to:

- ◆ provide young people with a framework of behaviour including a classroom code which supports the whole college policy
- ◆ behave in a respectful and caring manner to students and colleagues; to set the right tone to help create a positive atmosphere
- ◆ provide young people with a good role model
- ◆ raise awareness of bullying through assemblies, tutor time, citizenship and religious studies lessons, discussion, Peer support, School Council and dedicated notice boards

- ◆ train students to be peer mentors FABAD (Friends Against Bullying) and TAH (Together Against Homophobia) club leaders and support them in this role
- ◆ keep the Governing Body well informed regarding issues concerning behaviour management through the Principal

2. Parents/carers need to understand and be engaged in everything that is being done to make sure that their daughter enjoys and feels safe at school.

We expect parents/carers to:

- ◆ support us in meeting our aims
- ◆ feel confident everything is being done to make sure their daughter is happy and safe in college
- ◆ be informed about and fully involved in any aspect of their child's behaviour
- ◆ be aware of who can be contacted if they have any concerns about bullying

3. Governors

We expect the governors to:

- ◆ support the Principal and the staff in the implementation of this policy
- ◆ be fully informed on matters concerning anti-bullying
- ◆ regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

4. Students

We expect students to:

- ◆ report incidents of bullying directly to staff at the College or via e-mail support@sjncc.leicester.sch.uk
- ◆ feel supported in reporting incidents of bullying
- ◆ feel confident that everything is being done to make the college a safe and secure environment for them to achieve and learn
- ◆ support the Principal and staff in the implementation of this policy
- ◆ be involved in the monitoring and review of the policy
- ◆ be reassured that incidents of bullying will always be investigated and appropriate action taken
- ◆ be involved in the anti-bullying work at the college
- ◆ take steps to ensure they are not a bystander

REACTING TO A SPECIFIC INCIDENT

Dealing with and Recording an Incident

All reported incidents will be taken seriously, recorded and acted upon. Parents will be informed.

The college will:

- ◆ have a named Anti-bullying champion and hold the ABC Award (Anti-Bullying Champion)
- ◆ support all involved in the incident. It will give time for the victim and the bully to express their feelings and concerns and provide a forum for conflict resolution
- ◆ discuss with the students the college expectations regarding behaviour (college behaviour code)
- ◆ provide a dedicated support service using technology e-mail address: support@sjncc.leicester.sch.uk
- ◆ be a Stonewall School Champion

- ◆ maintain a high profile for Anti-Bullying work in the college through SEAL, assemblies, lessons, mentoring, display and notice boards, the Friends Against Bullying and Discrimination club (FABAD) and Together Against Homophobia (TAH)

- ◆ train all staff including lunchtime supervisors

- ◆ provide extra-curricular activities and clubs at lunch time

The college will have pro-active and re-active strategies in place

Pro-active strategies

- ◆ conflict resolution
- ◆ restorative justice
- ◆ mediation
- ◆ peer support
- ◆ Anti-bullying student group
- ◆ openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality

Re-active strategies

These are intended to hold students who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They will be applied fairly, proportionately, consistently and reasonably taking account of any special educational needs (SEND) or disabilities that students may have and taking into consideration the needs of vulnerable children.

Sanctions can include:

- ◆ Time away from the classroom
- ◆ Detention
- ◆ Meetings with the police
- ◆ Internal, fixed term or permanent exclusion

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	www.ace-ed.org.uk
Anti-bullying Alliance	www.anti-bullyingalliance.org.uk
Anti-bullying Strategy Team	www.beyondbullying.com
Beatbullying	www.beatbullying.org
Bully Free Zone	www.bullyfreezone.co.uk
Bullying online	www.bullying.co.uk
Childline Free 24 hour helpline	www.childline.org.uk 0800 1111
Children's Legal Centre	www.childrenslegalcentre.com
Direct Gov website	www.direct.gov.uk
Education Action Challenging Homophobia (EACH)	www.eachaction.org.uk
KIDSCAPE	www.kidscape.org.uk
Parentline Plus	www.parentlineplus.org.uk
Relate	www.relate.org.uk/teen-bullying
Young Minds	www.youngminds.org.uk/Helpline

REFERENCES

Department for Education

Keeping children Safe in Education July 2015

Department for Education

Preventing and Tackling Bullying: Advice for head Teachers, Staff and Governing Bodies October 2014

Department for Children, Schools and Families

Don't Suffer in Silence

Department for Children, Schools and Families

Safe to Learn: Embedding anti-bullying work in schools 2007

Department for Children, Schools and Families

Homophobic bullying

Leicester City Council

'Roar Like a Lion'

DfE resources

Make Them Go Away (SEND DVD): http://www.youtube.com/user/educationgovuk#p/u/6/ug_8IY52B1Q

Let's Fight it Together (Cyberbullying DVD): <http://www.youtube.com/watch?v=dubA2vhlIrg>

Legislative links

The statutory duty on schools to promote good behaviour Education and Inspections Act 2006 Section 89

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The power to tackle poor behaviour outside of school Education and Inspections Act 2006 Section 89(5)

<http://www.legislation.gov.uk/ukpga/2006/40/section/89>

The Equality Act 2010

http://www.equalities.gov.uk/equality_bill.aspx

See also: Behaviour for Learning and Single Equality Act policies

POLICY REVIEW

Date of policy amendment: November 2015

Date of next review: November 2017

The School Council, Friends Against Bullying and Discrimination Club (FABAD), Together Against Homophobia (TAH) and the Parent Forum review the policy bi-annually.