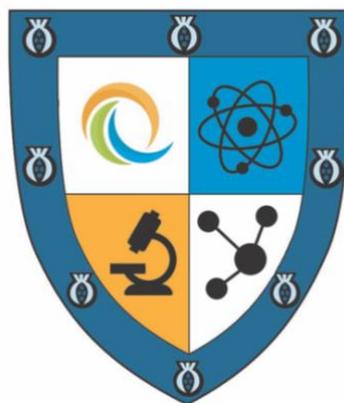




ANTI BULLYING POLICY
FOR SECONDARY SCHOOLS WITHIN
QUEST

University Collegiate School, Bolton



Spring 2023
Review date: Spring 2025

Anti-Bullying Policy for Secondary Schools within QUEST

Rationale behind the policy:

Bullying, in any form, will not be tolerated at our schools. As “listening and telling” schools we are committed to the creation of positive and safe learning environments for all.

Bullying is present to a greater or lesser extent in all institutions. All members of a school community deserve the right to feel valued, equal and respected and be able to come to school without fear. Bullying has a serious effect on a student’s self-esteem, emotional and mental health. This prevents them from developing their full potential and can seriously affect their life chances. Our schools use this definition

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

Department for Education 2011

Aims/Objectives of the Anti-Bullying Policy

- To develop nurturing, positive and safe learning environments in which bullying will not be tolerated.
- To promote inclusion, mutual agreement, self-esteem and self worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all
- To raise the awareness of bullying
- To ensure that all staff, parents and children are aware of this policy and fulfil their obligations in relation to it.

Nature of Bullying - i.e. what we perceive to be bullying

Bullying may be defined as the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group. It can be:

- **Physical** aggression such as hitting, kicking, pushing or tripping;
- **Interference with another’s property**, causing deliberate damage or theft to that property;
- **Verbal**, for example, through racist, homophobic or sectarian remarks, threats, name calling or demeaning comments, gender re-assignment;
- **Emotional** hurt, through isolating or excluding an individual from the activities and social acceptance of his/her peer group or through passing notes or spreading rumours;
- **Cyber-bullying** by an individual or groups (peer-on-peer), for example, through the use of mobile phone cameras, emails, chat rooms, instant messaging and websites;
- The breadth of issues classified within on-line safety is considerable, but can be categorised into 3 areas of risk:
 - **Content-** being exposed to illegal, inappropriate or harmful material;
 - **Contact-** being subjected to harmful on-line interaction with other users;
 - **Conduct-** personal on-line behaviour that increases the likelihood of, or causes, harm.
- **Peer-on-peer abuse** can take many forms. This can include (but is not limited to) bullying, including cyber-bullying, sexual violence and sexual harassment, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise physical harm, sexting and initiating/hazing type violence and rituals;
- The UCS is very clear that abuse will never be passed off as ‘banter’, ‘having a laugh’ or ‘part of growing up.’

Whilst there are a number of definitions of bullying all definitions include the following characteristics:

- that it tends to be repetitive or prolonged
- that it involves an imbalance of power

- that it may be verbal, physical or psychological.

Bullying takes many forms. It can be related to:

- Race, religion or culture
- Sexual orientation (or alleged orientation) or of a sexual nature
- Disability or SEN
- Appearance or health
- Home circumstances e.g. bereaved

At Schools within Quest, we acknowledge that many students experience bullying at some point. The fact that incidents are not reported does not necessarily mean that bullying is not taking place. Bullying or other forms of harassment can make students' lives unhappy, can hinder their academic progress, and can sometimes push otherwise studious children into truancy. In extreme cases it can lead to students taking their own lives. (DFE Circular Pupil Behaviour and Discipline 8/94). Bullying is as much an attitude as an act and it can only be identified by assessing the effects it has on the victim.

Sexual harassment and racial abuse are particular forms that bullying can take. Sexual harassment is most often but not always conducted by boys against girls and is an example of the abuse of physical power. The Commission for Racial Equality's working definition of racial abuse is "violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism".

There are times when adults 'bully' children and that such bullying may be viewed as child abuse - IF this occurs it will be seen as such and will follow the guidelines laid down in the Trust and School's Safeguarding, Child Protection and Early Help Policy.

Conversely, there are children who bully their parents, teachers and other adults and adults who attempt to bully other adults.

The 'pressure to cope' applies to staff as well to children. Staff as well as children benefit if schools and organisations establish an ethos that repudiates bullying.

Reasons For Tackling Bullying

The Elton Report 'Discipline in Schools' identified Bullying as an issue for all schools and the wider community.

- Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about themselves which has led the bully to pick on them.
- The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases, self-harming or even taking of their own life.
- The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.
- Research evidence has shown that victims of bullying may be more likely to experience mental health problems at some stage in their lives.
- Research suggests that children who bully tend to become involved in other forms of difficult behaviour and, like victims of bullying, tend to underachieve at school.

- Research also suggests that children who bully are more likely to get into trouble with the law, suffer from alcohol abuse, have employment problems, suffer marital breakdown, suffer from some form of psychiatric disorder and, are more likely to commit violent crimes in later life.
- Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.
- Bullying promotes poor models of behaviour and may encourage others to imitate those models. Children and young people who have been bullied in one setting may well become bullies in later life.
- For children transferring from primary to secondary schools the fear of bullying is widespread.
- Evidence has shown that bullying is a major concern for parents and children of all ages.
- Organisations, which encourage or even tolerate bullying, are less effective. Where the values and culture of the organisation are dominated by fear and subordination, individuals are less efficient, morale is lower and absenteeism is more frequent.

Our proactive strategies include:

- We are listening and telling schools. This is a message that will be promoted at all times and with all audiences.
- There is an agreed collective responsibility to address any incidents of bullying observed.
- Peer support system for students will be promoted and training provided for both staff and students.
- Parents will be encouraged to actively support the policy at parents' evenings by signing the home-school contract and promoting the School's Positive Behaviour Management and Anti-bullying Policies.
- Annually the issue of bullying will be raised in order to maintain awareness of the issue through school assemblies and prominent pictorial displays and posters.
- Every opportunity to promote whole school initiatives such as anti-bullying day, involvement in anti-bullying week, theatre productions and external speakers will be taken.
- The Board of Directors and Senior Leadership Teams will monitor all forms of bullying and discrimination via termly reports, staff meetings, auditing proformas from students and parents and an annual questionnaire on bullying and school practice for students to complete.
- Bullying will be addressed within the PSHE and RSE Curriculum.
- All staff will receive training on the identification, prevention and management of bullying. At the start of a new school year procedures for dealing with a bullying incident will be discussed at an early staff meeting. The policy will be discussed and then distributed to all new staff.
- This policy sits comfortably alongside those for Positive Behaviour Management, Safeguarding, Child Protection and Early Help, PSHE, SEN&D and the Trust's Equality Plan. Students will be involved in creating solutions, in developing policy and practice, and in maintaining agreed strategies and behaviours.

To meet the aims of our policy, we will:-

- 1 Provide a safe, secure and positive environment in which children and young people can develop and grow making full use of the range of facilities available to them.
- 2 Actively listen and question children and young people to ensure that we act appropriately on information received. This action will demonstrate that a safe, secure and positive environment exists. We assess this impact through a range of formats, questionnaires, class councils, school council and individual conversations.
- 3 Ensure that victims of bullying will be treated in a supportive manner, and their case heard in an atmosphere of positive concern.

All staff at the UCS will:

- Ensure staff, students and their parents/carers are consulted in the updates to this policy;
- Foster students' self-esteem, self-respect and respect for others;
- Demonstrate by example the high standards of personal and social behaviour expected of all students;
- Discuss bullying with all classes and through assemblies, so that every student learns about the damage it causes to both the individual who is bullied and to the bully and the importance of telling a teacher or another member of the UCS staff about bullying when it happens;
- Be alert to signs of distress and other possible indications of bullying, whether from an individual or group (peer-on-peer bullying);
- Listen to students who have been bullied, take what they say seriously and act to support and protect them;
- Report suspected cases of bullying to the relevant Academic Mentor in the first instance;
- Follow up any complaint by a parent/carer about bullying, and report back promptly and fully on the action which has been taken;
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

All students of the UCS are expected to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity;
- Refrain from any kind of bullying as part of a group, as this constitutes peer-on-peer bullying;
- Intervene to protect the student who is being bullied, unless it is unsafe to do so;
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances;
- Report any instances of any form of bullying using the TOOTOOT facility on the UCS website;
- Report to a member of staff any suspected instances of cyber-bullying.

Any student who becomes the target of bullies should:

- Speak to the member of staff with whom they feel most comfortable, as soon as they begin to feel uncomfortable/worried/upset in order to put an end to their own suffering and that of other potential targets.

Parents/carers are asked to support their children and the UCS by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying;

- Advising their child to report any bullying from an individual or group to their Academic Mentor or another member of staff and explain the implications of allowing the bullying to continue unchecked, for themselves and for other students;
- Advising their children not to retaliate violently to any forms of bullying;
- Be alert to changes in their child's behaviour which might indicate they are being bullied in person or on-line;
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;
- Keeping a written record of any reported instances of bullying;
- Informing the UCS of any suspected bullying, even if their child is not involved;
- Co-operating with the UCS if their children are accused of bullying, in order to try to ascertain the truth;
- Pointing out the implications of bullying, both for the children who are bullied and for the bullies themselves.

The Responsibilities of All

Everyone should work together to combat and, hopefully in time, to eradicate bullying.

Signs and Symptoms

The following signs MAY suggest that a student has been bullied and that the situation warrants investigation:

- Unwillingness to attend the UCS/truancy, especially atypical patterns of 'illness'/truancy;
- Anxiety about travelling to and from the UCS / avoiding regular travelling times;
- Underachievement;
- Loss of concentration/ enthusiasm/ interest in the UCS / changed behaviour;
- Repeated non-specific reasons for GP visits – headache / stomach ache;
- Unexplained changes in mood especially before returning to the UCS after holidays / weekends;
- Possessions which are damaged or 'go missing';
- Requests are made for money or money begins to go missing (to pay the bully);
- Physical signs of anxiety – stammering / nightmares / sleep difficulty / loss of appetite / nausea / withdrawal;
- Physical bruising / torn clothes;
- Loss of self-esteem / confidence / mood swings;
- Reluctance to say anything is wrong;
- Is afraid to use the internet or mobile phone/device;
- Is nervous and jumpy when a cyber-message is received;
- Gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and will be investigated.

4. Procedures for Dealing with Bullying

In each case of bullying, the priority for the UCS will be that the bullied individual feels supported and that the individual/s responsible for the bullying are made aware that their behaviour is unacceptable and the bullying stops.

The UCS use the Restorative Justice approach, devised by the Targeted Education Support Team, wherever relevant, to support both sides; whether bullying is alleged or actual

The Six Principles of Restorative Practice



Benefits

Develop emotional literacy

Skills for life- communication, empathy, problem solving

People resolve their own issues not done for them- ownership

Reduce repeat behaviour (bullying)

Improved relationships

Conflict is managed- not disruptive, ignored or escalated

5. **All** issues of 'bullying' or perceived bullying will be reported to the Principals and documented on CPoms
6. The Directors will be responsible for ensuring that this policy is actioned and reviewed regularly. The named Director for Child Protection is Mrs. K. Gore.

Bullying outside school

The Principals have the power to respond to bullying behaviour involving students whilst out of the school grounds; be it on a school organised trip or school organised community activity. Conduct that threatens the health and safety of students, staff or members of the community will not be tolerated. The Principals will consider the evidence available and if the claim is proven will impose sanctions in line with the School's Positive Behaviour Management policy. In serious cases where an offence may have been committed the Principals may also contact the local police.

This Policy has been reviewed with due regard to the Equality Act 2010 and Directors are aware of its contents.

Signed

CEO

Appendix 1



School Name

Restorative Justice approach to Bullying

NAME OF ALLEGED VICTIM		NAME OF ALLEGED PERPETRATOR	
CONTEXT:			
	DATE	NAMES INVOLVED	ACTIONS/COMMENTS
Stage 1 Step 1 Interview the victim			
Step 2 Meet with others involved			
Step 3 Contact Parents			
Step 4 Resolution Strategy			•
Step 5 Meet individually again or as a group to review - repeat as necessary			•
Step 6 Resolution Strategy			•
Review			•
Stage 2 Pastoral support programme			•
Stage 3 Contact outside agencies			



Report of Incident of Bullying

Child's Name: _____

Date of Record: _____

Name(s) of alleged Bully or Bullies:

Name(s) of other children who may be victims of the Bully/Bullies:

Places where the alleged bullying has taken place:

Nature of the incidents:

Action Taken:

Person Making Report:

Date of follow up meeting:

Parents/Carers informed:



Follow-up Report

Child's Name: _____

Date of Record: _____

Name(s) of alleged Bully or Bullies:

Name(s) of other children who may be victims of the Bully/Bullies:

Has action been successful:

Is further monitoring needed:

If so, when?

Person Making Report:

Parents/Carers informed:

Appendix 4

Organisations which provide advice and support

If you find it difficult to talk to anyone at the UTC or at home you can also contact:

Child Line

ChildLine Offers a free, 24-hour helpline and counselling service for children in distress or danger. Tel **free phone** 0800 1111 www.childline.org.uk

[Bullying Online](#) for parents/carers whose children are being bullied and who don't know what to do. Contains advice for both children being bullied and their parents.

Families Against Bullying at <http://pages.hotbot.com/family/famab/> is a voluntary non- profit making organisation providing free confidential advice and support to targets of school bullying and their families.

[Bully Free Zone](#) is a local voluntary agency, working in Bolton and Manchester (UK) who offer advice and information to children, families etc about bullying and also work in local schools to set up peer support schemes to tackle bullying and related issues.

- www.thinkuknow.co.uk
- www.disrespectnobody.co.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- www.childnet.com/cyberbullying-guidance
- <http://educateagainsthate.com/>
- www.gov.uk/government/publications/the-use-of-social-media-for-onlineradicalisation