

**TITLE: Anti-Bullying Policy**

**MODEL POLICY STATEMENT**

This is **not** a Local Authority model policy

Local changes **have/have not** been made to the model policy by the College – **N/A**

The model policy used is - **N/A**

<b>Policy Owner:</b>	<b>Vice Principal</b>	<b>Review period:</b>	<b>Biennial</b>
<b>Last Review:</b>	<b>November 2017</b>	<b>Approving Committee:</b>	<b>Curriculum 15.11.17</b>
<b>Next Review:</b>	<b>Autumn Term 2019</b>	<b>Latest FGB adoption:</b>	<b>06.12.17</b>

**IMPACT OF THIS POLICY**

The impact on College targets of using this policy is as follows:

Eliminate incidents of bullying and ensure the school is a safe environment for all students and staff

## INTRODUCTION

This policy should be read in conjunction with the following:

- Attendance Policy
- Behaviour for Learning Policy
- Equal Opportunities Policy
- Special Educational Needs Policy
- Anti Cyber Bullying Policy

### Our Policy Statement is:

#### The individual

- Respect every child's needs for, and rights to, an environment where safety, security, praise, recognition, and opportunity for taking responsibility are available.
- Respect for every individual's feelings and views.
- Recognise that everyone is important and that our differences make each of us special.
- Show appreciation of others, by acknowledging individual qualities, contributions and progress.
- Ensure safety by having anti-bullying rules and practices, developed with the participation of children and young people, carefully explained and displayed for all to see.

#### Bullying

Bullying is any repeated words or actions, which are aimed at causing someone to feel frightened, miserable and helpless at school.

There are many definitions of bullying, but most people consider it to be:

- Deliberately hurtful
- Repeated over a period of time
- Difficult for people to defend themselves against

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Bullying can include:

- **Physical** - assault, pushing, shouldering, elbowing, tripping, slapping, kicking, hair pulling, unacceptable touching (including that of a sexual nature), throwing missiles, blocking (preventing passage or movement in corridors or classrooms etc), pinching, stabbing, burning or other physical activity that is used in a way that makes another person feel threatened or intimidated
- **Verbal** – racist, sexist, homophobic, any words used in a sexual manner designed to hurt or cause offence, comments about size, appearance, odour, clothing, academic or other abilities, weaknesses, home life, social circumstances, financial circumstances, spreading rumours or any other comments designed to be hurtful or used to intimidate
- **Written** – insults contained in note passing, threatening letters, graffiti, defacing any property belonging to another individual, any text messages, e-mail usage, social network usage or any other method designed to hurt or

intimidate another individual that is in written form

- Interference with another individual – theft, extortion, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt
- Intentional psychological pressure – social exclusion, looks and glares, lying, slander, passing or starting rumours, name calling, reorganising, pressurising friendship groups or any other activity designed to intimidate or hurt an individual
- Incitement of others to become involved in bullying
- Racial taunts, graffiti, gestures
- Sexual comments, and/or suggestions

## **AIMS**

### Students' rights in conjunction with bullying

Students have the right to:

- Confidentiality
  - Be able to tell a teacher about an incident of bullying without fear of being regarded as a tell-tale by other students
  - Know that all complaints will be treated seriously and acted upon in accordance with the practices agreed on by the whole College community
  - Feel protected against the bully and their intentions
  - Feel safe and secure
  - Be able to walk around the school site without the fear of anything or any person
  - Expect politeness from others
  - Be respected by others regardless of their race, colour, creed or sexual orientation
  - Not to be picked on or ignored by teachers
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- Children from ethnic minorities, disabled children, young people who are gay or lesbian, or those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.
  - Appropriate staff and volunteers should have access to training on anti-bullying
  - Where a child is found to be exhibiting sexually harmful behaviour to another child, it is important to involve the relevant Local Safeguarding Children Board as soon as possible. Tavistock College has clear policies and procedures to ensure that staff and volunteers are aware of the differences between sexually harmful behaviour and bullying behaviour.
  - Where a child's bullying behaviour is of a particularly violent or aggressive nature and we are unable to address the behaviour through behaviour management strategies or disciplinary measures within a reasonable time, we will consider instigating child protection procedures.
  - Incidents should be recorded and actioned in line with the College's Policy and Procedures.

## IMPLEMENTATION

Tavistock College will act promptly whenever an incident of bullying is reported and act in accordance to the Behaviour for Learning Policy. Records of all incidents of bullying will be logged on the College's database (SIMS) for future reference and will be reviewed regularly by the Vice Principal. Regular reports to governors will also take place.

## Annex 1

### Dealing with Racism

#### Why is anti-racism important in Devon schools?

- "Some of the worst racism can occur in predominantly white areas. Families in this position feel more isolated than those where there is a larger ethnic minority community". (*Connections, CRE, Autumn 2000*)
- Racist behaviour can severely affect a child's ability to learn effectively and the effects of harassment can remain with a person throughout their life.
- The Stephen Lawrence Inquiry Report stressed that education has a fundamental role to play in eliminating racism and promoting and valuing diversity.
- The Race Relations Amendment Act (2000) extends protection against racial discrimination by public authorities and places a new, enforceable, positive duty on those authorities, including schools.
- Racist attacks are almost ten times more likely to happen in rural areas. In terms of racist attacks, Devon and Cornwall were found to be the second most dangerous area in Britain. (*The Observer, 18.2.01 Special Report, Race Issues in the UK*)
- We will work to celebrate the diversity, strength and positive contribution all people and communities make to the social and economic life of Devon. *Chief Executive, Devon County Council, Joint Declaration Against Racism in Devon*
- Racial justice is a quintessential human rights issue. (*The Report of the Commission on the future of Multi-Ethnic Britain*)

#### What are racist incidents and how are they reported?

The Stephen Lawrence Inquiry Report defines a racist incident as any incident which is perceived to be racist by the victim or any other person.

Examples of racist incidents include:

- Refusal to co-operate with others on the grounds of their race, colour, ethnicity or that of their family
- Racist remarks or jokes
- Assault
- Promotion of racist material
- Racist graffiti

- Name-calling

Tavistock College positively encourages the reporting of all racist incidents. Reporting is designed to ensure:

- Preventative action may be taken to limit the likelihood of any re-occurrence both within individual schools and across the work of the County Council;
- Students or members of staff are helped to identify, acknowledge and report racist incidents;
- The nature and number of incidents reported within schools and across the County Council may be monitored, reviewed and procedures amended as a result;
- Training and support is targeted most effectively;
- Legal requirements are met;
- Appropriate support is made available.

A copy of the recommended report form (R110) is attached to this policy but is also available from the Divisional Office or from the DCS website:

[www.devon.gov.uk/dcs](http://www.devon.gov.uk/dcs)

In racially motivated incidents:

- an investigation into the complaint should be instituted to establish the facts and handled with sensitivity;
- procedures and strategies should be followed with the aim of disciplining and educating the perpetrator(s) and supporting the victim(s).

A copy of the completed report should be sent to the Divisional Education Officer and a copy kept at the school. The school should record what action has been taken in the school against the perpetrator, where known, and what action has been taken in support of the victim and his /her family.

Students for whom English is an additional language may complete the form in their own language and must be given help with translation.

### **Dealing with racist incidents**

How you deal with an incident will depend on the seriousness of the situation, the age and understanding of the children involved, and the context. All incidents need to be acknowledged, investigated and talked through-whatever the age of the children.

Early intervention is essential. Communication with parents needs to be particularly sensitively worded when dealing with young children.

Sometimes people may be wrongfully accused. That person will feel hurt and the issue of racism will need to be explored with all of the parties involved.

### **Generally ensure you:**

- Acknowledge the incident
- Express disapproval
- Support the victim and apologise for what has happened
- Explain to the pupil responsible and any onlookers what is unacceptable about the incident
- Consider what is the most appropriate action

- Contact the parents of those involved explaining what happened, what you are doing about it and how it relates to your school policy
- Report the incident to the LEA
- Inform the governors, at least in an annual report

Physical assault should never be tolerated under any circumstances. Members of staff should not ignore any form of verbal abuse in the school. Racist graffiti should be removed immediately. Racist statements should not be allowed to go unchallenged.

Every student should have the right to be included in all school activities and schools should not exclude students of different race, colour, language or cultural backgrounds from any activity.

## Report Form for Racist Incidents

The Stephen Lawrence Inquiry defines a racist incident as 'any incident which is perceived to be racist by the victim or any other person'.

### EXAMPLES OF RACIST INCIDENTS

- Refusal to co-operate with others
- Assault
- Racist graffiti
- Racist remarks or jokes
- Promotion of racist materials
- Name-calling

This form should be used by a student, or member of staff with pastoral responsibility on behalf of a student, to report any racist behaviour/incidents including that directed at her/him on school/college premises or on journey to and from school by any member of the school community.

Its purpose is to provide information about racist incidents that occur so that preventive action can be taken.

In cases of personal injury an accident form should also be completed.

Students for whom English is an additional language may complete the form in their own language and must be given help with translation.

### PUPIL/STUDENT (to fill in this side of form, with help if necessary)

Forename and Surname \_\_\_\_\_

School/College \_\_\_\_\_

### ALLEGED ASSAILANT(S) OR PERPETRATORS (Please tick appropriate boxes)

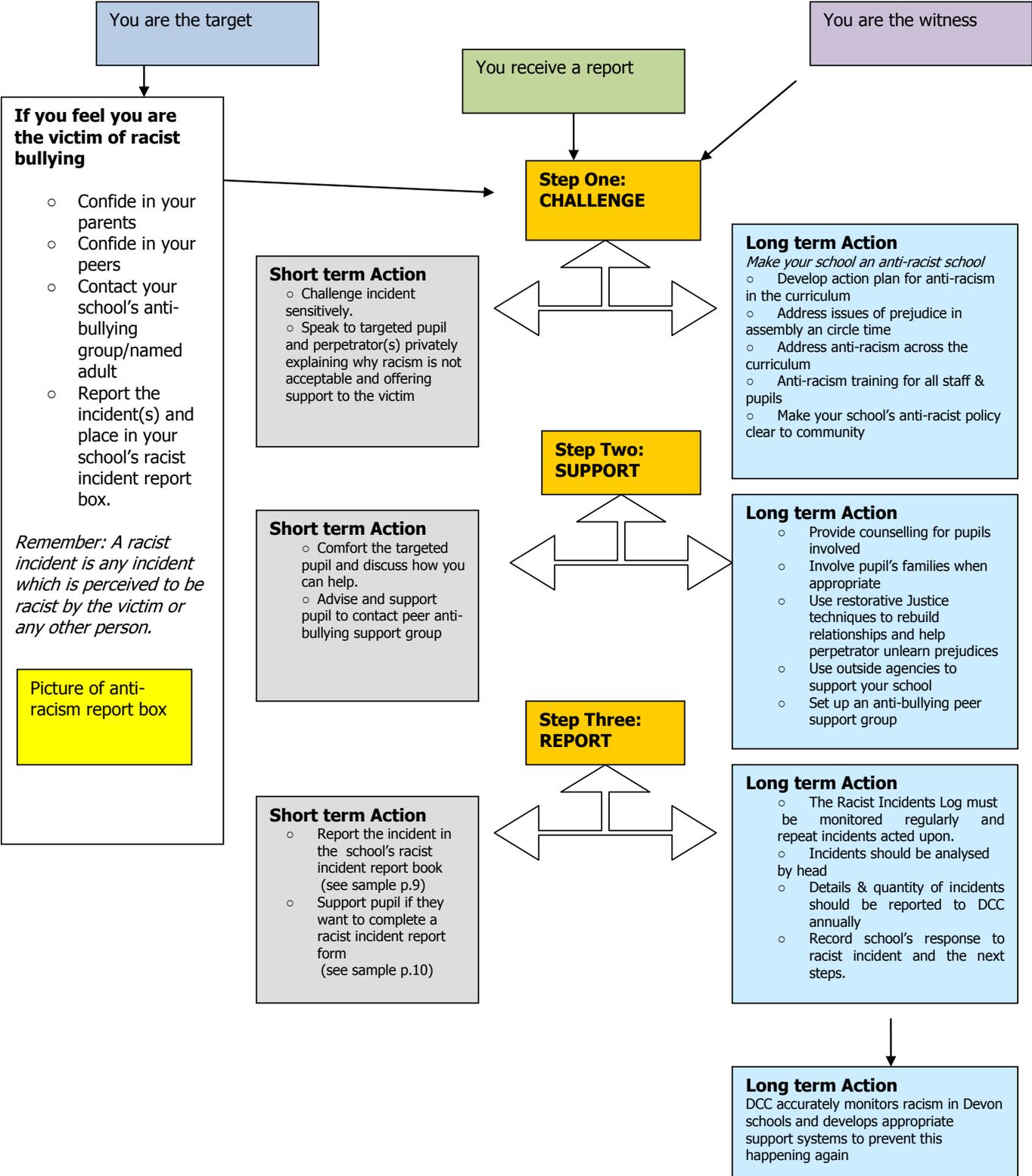
Member of school staff	<input type="checkbox"/>	Visitor	<input type="checkbox"/>
Pupil	<input type="checkbox"/>	Student teacher	<input type="checkbox"/>
Intruder	<input type="checkbox"/>	Parent/carer	<input type="checkbox"/>
Other:	<input type="checkbox"/>		

Name (s): \_\_\_\_\_

Note: The identity of the assailant/victim is not needed for the report, but the school must keep a record of the name or have a description of the person involved which may be required in the event of court proceedings.

# Racist Incidents....what should you do?

This could range from social exclusion to racist name calling to physical assault.



## **APPENDIX**

Please note that the policy should be read, interpreted and applied in light of the following information:

### **Protected characteristics**

It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- gender reassignment
- pregnancy or maternity

### **Association**

It is unlawful to discriminate because of the sex, race, disability, religion or belief, sexual orientation or gender reassignment of another person with whom the pupil is associated. So, for example, a school must not discriminate by refusing to admit a pupil because his parents are gay men or lesbians. It would be race discrimination to treat a white pupil less favourably because she has a black boyfriend.

### **Perception**

It is also unlawful to discriminate because of a characteristic which you think a person has, even if you are mistaken. So a teacher who consistently picks on a pupil for being gay will be discriminating because of sexual orientation whether or not the pupil is in fact gay.

The Equality Act 2010 Act extends protection against discrimination on grounds of pregnancy or maternity to pupils, so it will be unlawful – as well as against education policy – for a school to treat a pupil unfavourably because she is pregnant or a new mother. This is covered in more detail in Chapter 3 (3.21 – 3.24).

Protection for transgender pupils against gender reassignment discrimination is also included in this Act. This is covered in more detail in Chapter 3 (3.3 - 3.6)

The term “protected characteristics” is used as a convenient way to refer to the personal characteristics to which the law applies.

A person’s age is also a protected characteristic in relation to employment and the Act extends this (except for children) to the provision of goods and services, but age as a protected characteristic does not apply to pupils in schools. Schools therefore remain free to admit and organise children in age groups and to treat pupils in ways appropriate to their age and stage of development without risk of legal challenge, even in the case of pupils over the age of 18.