CTC Kingshurst Academy
Anti-Bullying Policy
2016-2017

1. Introduction

This document sets out the policy of CTC Kingshurst academy ("the CTC") in relation to the issue of bullying. It reflects a belief that bullying is completely unacceptable under any circumstances and that it is best prevented through the development of a CTC ethos based on mutual respect, fairness and equality. It also acknowledges that bullying behaviour is problematic for the victim and perpetrator alike and embodies support and management strategies that are pragmatic and non-oppressive.

The Education and Inspections Act 2006 gave headteachers the responsibility for "encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils". The Children Act (2004) requires that all professionals working with children and young people contribute to meeting five national outcomes for children: (i) Be healthy, (ii) Stay safe, (iii) Enjoy and achieve, (iv) Make a positive contribution, and (v) Achieve economic well-being. Effective anti-bullying action plays a vital role in helping achieve these outcomes.

The Equality Act 2010 came into force on 1 October 2010 and brought together 116 separate pieces of legislation. The CTC will take all reasonable steps to comply with this legislation, using various guidance documents provided by the Equality and Human Rights Commission.

Since 1998, all schools have been required by law to have a policy on bullying. This CTC policy makes clear the views, intentions and responsibilities of the whole-academy community and lays down what will be done to prevent bullying and to support those pupils, staff or families involved in it. It reflects the good practice described in 'Preventing and tackling bullying' (October 2014), the most recent national guidance to schools on anti-bullying from the Department for Education ("DfE").

2. Definition of Bullying

The DfE defines bullying in its key document "Safe to Learn" as:

"Behaviour by an individual or group usually repeated over time that intentionally hurts another individual or group either physically or emotionally."

The CTC Student Voice group has defined bullying as:

"The continuous actions or behaviour by a person or group of persons towards an individual who has been targeted to be hurt either physically or emotionally. Bullying can happen to any one for any reason"

The Anti-Bullying Alliance, founded by the NSPCC and the National Children's Bureau in 2002, acknowledges that bullying is a subjective experience and can take many forms, but based on their extensive background and experience working with children and young people, consider bullying to be: (i) repetitive, wilful or persistent, (ii) intentionally harmful, carried out by an individual or a group, and (iii) an imbalance of power, leaving the victim feeling defenceless.

Bullying generally fits into one of two categories: emotionally or physically harmful behaviour and may be direct or indirect. Direct forms include physical violence/assault and threats (kicking, hitting, pushing, biting), verbal assaults and taunts (name-calling, teasing, making offensive comments), 'cyber-bullying' (via e-mails, social networking sites and text messaging), the taking or destruction of property, extortion, and unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship, excluding, malicious gossip and spreading rumour, and abusive or oppressive graffiti.

The CTC takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which involve racist[1], sexist, disablist or homophobic[2] elements. The relevant provisions of the Equality Act will be followed carefully to ensure that discrimination is avoided. In such cases these issues will be specifically addressed with the bully (and his/her parents/carers where appropriate) in the course of post incident management.

3. Characteristics of Bullies

Bullies:

- Know what they are doing – bullying is a planned act, not a sudden loss of control.
- Know what they are doing is wrong.
- Get personal satisfaction from what they do.
- Gain social status from what they do.
- Can affect a victim even when they are not with them (e.g. threats which lead to loss of sleep or refusing to go to school)
- Use different methods to establish dominance over others, including the use of threats, violence, intimidation, social exclusion, humiliation, extortion.
- Think that no one will do anything to stop them.
- Are often the victims of other bullies (including adults).

4. What Students Should Do If They Are Being Bullied

- Tell an adult you trust immediately.
- Tell yourself you do not deserve to be bullied. Try to ignore the bully.
- Try not to show bullies that you are upset, which is difficult.
- Avoid being alone in places where bullying happens. Stay with a group of students or adults – there is safety in numbers.
- Walk quickly and be confident even if you are worried.
- If you are in danger, get away and do not struggle even to keep your possessions.
- Fighting back will make it worse and will not solve the problem – talk to an adult if you are tempted to fight.
- If you are different in some way, be proud of it!

5. What Parents and Staff Should Look For – Signs and Symptoms

A child may indicate by signs or behaviour that he/she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from the Academy
- Doesn't want to go on a bus
- Changes their route to the Academy
- Begs to be driven in
- Changes their usual routine
- Is unwilling to go to school 'school phobic'
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the morning

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[1] The CTC is legally required to record all incidents with racist content or motivation (including bullying) in a separate 'Racist Incident Log', as per the 'Guidelines and Procedures for Dealing with Racist Incidents'.
[2] In line with recommendations from the 'Education for All' campaign (Stonewall, 2005) and the 'Stand up for Us: Challenging Homophobia in Schools' document (DfES, 2005), the CTC will record incidents with homophobic content or motivation (including bullying) in a separate incident log.

- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or 'go missing'
- Asks for money or starts stealing money (to pay a bully) or continually "loses" money
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children and siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

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

6. Whole-academy approach

The whole-academy approach to anti-bullying taken in the development of this policy is most effective to ensure that:

- it is addressed by the whole CTC community – staff, parents/carers, pupils and governors;

- it is consistent with the CTC's values and ethos, and developed by all members of the CTC community;

- preventive work around anti-bullying is part of a well-planned programme delivered in a supportive environment, where pupils feel able to engage in open discussion and feel confident about asking for help if necessary;

- our policy and its practice for managing incidents are consistent with the teaching and learning ethos;

- pupil's needs and views are taken into account when developing programmes and policies;

- staff have access to training and support locally.

 The CTC has achieved National Healthy School status which supports this whole school approach

7. Principles

7.1. All students have an absolute right to be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them.

7.2. There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences of race, religion, gender, sexual orientation, and ability are absolutely repudiated as reasons for bullying.

7.3. Bullying behaviour is a problem for both the bully and the victim and should be addressed in positive and constructive ways, which provide opportunities for growth and development for the bully and victim alike.

7.4. Effective management of bullying is a shared responsibility and strategies should involve CTC staff; parents/carers and other professionals involved with students who are the victims or perpetrators of bullying behaviour.

7.5. It is important to invest time and resources in the prevention and management of bullying and staff require advice, training and support to manage it with confidence.

7.6. Information about the CTC's policy and procedures should be readily available in 'user-friendly' form to students and their parents/carers.

8. Aims of this policy

8.1. To fulfil the CTC's statutory responsibility to respect the rights of children and to safeguard and promote their welfare.

8.2. To clarify the CTC's responsibility for responding to incidents of bullying and to emphasise to staff, students and their parents/carers the CTC's zero- tolerance attitude toward bullying behaviour.

8.3. To eliminate intimidating behaviour and promote a CTC ethos in which each student is safe and able to realise his or her full potential.

8.4. To address the problem of bullying and to control it through the implementation of whole-academy policy and procedures.

8.5. To reassure parents/carers that the CTC takes their children's welfare seriously and that they are being educated in a safe and secure environment.

9. Objectives

9.1. To develop and implement an anti-bullying policy based on a consistently executed whole-academy approach.

9.2. To raise awareness among staff, parents/carers and students about the issue of bullying and the CTC's attitude toward it and to create an environment in which bullying is seen as inappropriate and unacceptable.

9.3. To be proactive in the prevention of bullying.

9.4. To make students, parents/carers and staff aware of what steps to take if an incident of bullying occurs.

9.5. To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe.

9.6. To accurately record all incidents of bullying and to monitor the effectiveness of strategies for bringing it under control.

9.7. To address with bullies their problematic behaviour in a fair and firm, non-oppressive manner, and to provide them with support to enable them to change their behaviour.

10. Scope of the policy

This policy applies to everyone in the CTC community and everyone needs to know about it.

This policy applies to all CTC students and the families of both the bullies and their victims. All CTC staff need to be aware of this policy and what action to take if they detect or suspect that bullying is taking place. The CTC governors are responsible for monitoring the effectiveness of the policy and ensuring that it is formally reviewed regularly, at least every two years.

Bullying can take place between pupils, pupils and staff or amongst staff. It may be individuals or groups, face to face or indirectly using cyber bullying and for any one of the reasons defined in the guidance – see appendix 1.

This policy primarily applies to incidents of bullying which take place on CTC premises. . However, the Education and Inspections Act 2006 "empowers headteachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site; empowers members of staff to impose disciplinary penalties for inappropriate behaviour." The DfE's "Preventing and tackling bullying" document makes it clear that teachers can take action over bullying incidents that take place outside of

school in the community – a much wider responsibility than addressing bullying on journeys to and from school. Often bullying incidents that take place in the community have their origins in school, and those taking place in the community have an effect on students in school. Bullying on journeys to and from school, including on public transport, has been identified as a concern. The CTC has an enduring interest in the welfare and conduct of its students and will respond positively to any information it receives about bullying outside the CTC, as follows:

- If it emerges that a CTC student is responsible for bullying other children outside the CTC, then this matter will be addressed and, if appropriate, the bully's parents informed.

- If a child is found to be the victim of bullying outside the CTC then help and support will be offered and advice given on how to avoid further incidents in future. The victim's parents will be informed.

- If there are more general concerns about students' safety outside the CTC then the local police will be contacted and their help sought in making the area around the CTC premises more secure. If concerns arise in relation to CTC transport, then the issue will be raised with the transport companies and their help sought in dealing with the problem.

- If information is received that a child is being bullied by a sibling outside of the CTC this will initially be discussed with the parents/carers. If concerns persist then the matter will be referred to the Community Services Department (see Child Protection Procedures).

- If students of another school are bullying CTC students, the Headteacher of that school will be informed and invited to deal with the matter.

11. Prevention of Bullying

11.1. There are regular opportunities through general and specific staff induction and continuing professional development to ensure that the practice of all CTC staff reflects the anti-bullying policy and ensures that all staff feel confident in managing bullying incidents.

11.2. The anti-bullying charter suggested in 'Safe to Learn' (previous government guidance) has been amended for CTC use and will be widely publicised – Appendix 2

11.3. All staff involved in the education and/or supervision of students will be made aware of the issue of bullying and the need to apply the CTC's policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to students that bullying is unacceptable and will take positive action to prevent and control it.

11.4. PSHE provision will be used to develop tolerance and social skills, ensure that all pupils know what bullying is and have some strategies for managing difficult situations. Other parts of the curriculum will be used to develop students' cooperation and communication skills.

11.5. The issue of bullying will be raised with students at a number of levels including:

- At 'whole-academy' level – through assemblies, when students will be informed of the CTC's zero-tolerance policy and the actions that will be taken to prevent bullying taking place. This issue will be raised regularly, when the whole CTC will be informed of the progress of the anti-bullying policy and any changes that may be introduced.

- At classroom level – during tutor periods, projects, PSHE and Citizenship.

- At individual level – students who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.

11.6. Students who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.

11.7. The CTC recognises that there are particular times when students may be more vulnerable to bullying – lunch and brunch times and the beginning and end of the CTC day. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

11.8. There are locations in the CTC in which incidents of bullying are more likely to occur and, again, arrangements will be made to ensure that these are properly supervised or students will be forbidden access to these areas.

11.9. Students will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware. In these circumstances, staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

11.10. Parents who believe their child is the victim of bullying should share their concerns with the CTC at the earliest opportunity and be prepared to work with the CTC to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

11.11. Similarly, if parents believe their child is bullying others, this information should be shared with the CTC so that the problem can be addressed and a plan agreed to prevent further incidents and the bullying child helped to change their behaviour.

11.12. This CTC policy will be widely published, keeping it in high profile. The processes outlined below will be actively used and outcomes communicated openly as necessary.

All of these preventative strategies operate within a CTC ethos founded on equality, fairness and respect for others, in which individual differences are celebrated and seen as a source of enrichment. In order to help students learn and develop appropriate responses to others, all staff at all times will treat each other (and students, parents/carers) with courtesy and respect and will model appropriate and acceptable behaviour.

12. Parental Involvement

The CTC is firmly committed to working in partnership with parents and strongly believes that the best outcomes emerge when professionals and parents/carers are able to work together when bullying occurs.

The CTC recognises the important influence which parents/carers have on their children and would wish, using the partnership agreement, to enlist their support when their child is involved in bullying – either as victim or a perpetrator.

If a child is involved in a single serious incident of bullying or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator), the CTC will inform parents and invite them to become involved in the management of the problem and the prevention of further incidents. Isolated and less serious incidents will be managed by CTC staff, with parents being informed.

13. Implementation

The CTC is committed to creating a bully-free environment and will ensure that its zero-tolerance policy is applied rigorously. All staff involved in the teaching and/or supervision of students will take responsibility for addressing incidents which fall with the CTC's definition of bullying and ensure that the victim receives what support is required, the bully is informed of the unacceptability of his/her behaviour and a record is made of the incident.

All students need to be aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported.

14. Incident Management

The CTC will take firm and decisive action to deal with any incident of bullying witnessed by or reported to any member of staff. Appendices 2 to 5 give the characteristics and more specific responses relating to Cyber bullying, Bullying related to SEN and disability, Bullying related to Race, Religion or Culture and Homophobic bullying.

The aims of the CTC intervention strategy is to:

- To prevent, de-escalate and/or stop any continuation of harmful behaviour.

- To react to bullying incidents in a reasonable, proportionate and consistent way.

- To safeguard the pupil who has experienced bullying and to trigger sources of support for him/her.

- To apply disciplinary sanctions to the student causing the bullying and ensure they learn from the experience.

14.1. Post-Incident Responses for the Victim

When a member of CTC staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated.

The CTC will offer a proactive, sympathetic and supportive response to students who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop an incident of bullying in progress and secure the child's safety;

- positive reinforcement that reporting the incident was the correct thing to do;

- confidentiality, as required, but no unsupervised meetings with the bully;

- reassurance that the victim is not responsible for the behaviour of the bully;

- strategies to prevent further incidents;

- information to teachers so that they are aware of the issues between bully and victim;

- sympathy and empathy;

- counselling;

- befriending;

- assertiveness training;

- extra supervision/monitoring;

- creation of a support group;

- peer mediation/peer mentoring;

- informing/involving parents, with agreement of victim and according to seriousness;

- adult mediation between the perpetrator and the victim (provided this does not increase the victim's vulnerability);

- arrangements to review progress.

14.2. For the Bully

The CTC takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. The CTC does not believe that the use of punishment is helpful in managing this problem, but is of the view that the positive use of sanctions can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change.

The CTC will respond to incidents of bullying behaviour in a proportionate way – the more serious the cause for concern the more serious the response. When sanctions are felt to be necessary they

will be applied consistently and fairly. The purpose of the action taken will be to a) impress on the perpetrator that what he/she has done is unacceptable; b) deter him/her from repeating that behaviour; and c) signal to other students that the behaviour is unacceptable and deter them from acting in a similar way.The types of action the CTC reserves the right to take include:

- immediate action to stop an incident of bullying in progress;
- information to teachers so that they are aware of the issues between bully and victim;
- parents informed, according to seriousness (as judged by Principal/VP/AP);
- engagement with the bully to reinforce the message that their behaviour is a breach of CTC rules and is unacceptable;
- loss of lunch/brunch time privileges;
- detention;
- Assistant Principal's/Senior Tutor's Report;
- removal/transfer from class/tutor group;
- withholding participation in sports or out of CTC activity (if not essential part of curriculum);
- counselling/instruction in alternative ways of behaving;
- adult mediation between the perpetrator and the victim (provided this is safe for the victim);
- fixed periods of exclusion;
- permanent exclusion (in extreme cases which may involve violence);
- rewards/positive reinforcement for students in order to promote change and bring unacceptable behaviour under control.

15. Bullying as a Crime

Some bullying incidents may involve a criminal offence or a civil breach of the law. For example, this could include;

- Physical and sexual assault (actual or threatened)
- Cyber harassment
- Racist incidents

A student and his/her family have the right to take a case to the police if they feel a criminal offence has been committed. This needs to be taken into account when dealing with serious incidents. CTC staff must ensure that the confidential records of bullying incidents reported or witnessed are accurate and complete.

16. Policy Consultation and Development

This policy has been developed in consultation with representatives of the Parents' Consultative Council and, in accordance with the 'Every Child Matters' initiative and Student Voice.

17. Relationships with other CTC policies

This policy should be read in conjunction with the CTC Behaviour management policy. It also has links to the following policies:

Race, disability and discrimination	Drugs education
Confidentiality	Equal opportunities
Health and safety	Formal complaints
Child protection	PHSE

Sex and relationship education	Special Educational Needs
Gender equality	Internet use
Race equality	

18. Monitoring and Evaluating

Each incident of bullying falling within the CTC definition will be recorded. Any incidents with a racist, sexist, disabilist or homophobic element will be identified. As outlined above, the CTC is legally required to record all incidents with racist content or motivation (including bullying) in a separate 'Racist Incident Log'. The CTC will also, similarly, record incidents with homophobic content or motivation (including bullying) in a separate incident log.

An annual report will be made to the Governing Body indicating the extent of the problem and any trends that may emerge. This information will be shared with parents/carers and students.

Senior staff and governors will evaluate the effectiveness of the policy and, where appropriate and in consultation with representatives both of the student body and the Parents' Consultative Council, will agree adjustments that may be necessary to address any ongoing concerns. These will be shared with staff, parents/carers and students.

19. Formal Policy Review

20. Document Review

This document will be kept under review and modified when required in order to keep it in line with relevant legislation.

Policy owner:	VP for Inclusion & Safeguarding
Supported by:	Director for Social, Emotional and Mental Health

Authorisation and Issue				
Action	**Date**	**Committee / Position**	**Name**	**Signature**
Approved	07.09.16	Chair of Governors	Angela Pocock	A J Pocock
Issued	07.09.16	Principal	Damon Hewson	Damon Hewson
Annual Review	June – August 2017 (for September 2017)			

APPENDIX 1   **Types of Bullying**

Type of bullying		Reasons
Verbal	Name calling, humiliation, threats, making comments	
Physical	Pushing, hitting, intimidating, beating	
Emotional	Funny looks, humiliation, making others feel insecure about themselves, playing mind games	
Cyber bullying	Intimidate and threaten others through phone calls, social networking sites, texts, emails	
Sexual	Touching in places where people do not want to be touched, making sexual comments or gestures.	Mind games, Harassment, Race, Ethnicity, Culture, Special educational needs, Disability, Appearance, Health ,Sexual orientation, Circumstances, Sexism
Homophobic	Making remarks on the sexuality of others	
SEN	Making fun of others who have a disability or learning difficulty	
Race	Negative remarks about someone's nationality or colour of skin	
Ethnicity	Making fun of someone's religion or culture	
Appearance	Negative remarks about how people look i.e. about weight, hair, height, dress.	

APPENDIX 2   Cyber Bullying

1. Definition

Cyber bullying is the use of ICT (Information Communications Technology), particularly mobile phones and the internet to deliberately upset someone else. It can be an extension of face-to-face bullying, with technology providing another route to harass the targeted person.

It differs in several ways from other kinds of bullying:

- Incidents can take place 24 hours a day and is the invasion of home and personal space. Cyber bullying can take place at any time and can intrude into spaces that have previously been regarded as safe or personal.

- The audience can be very large and reached rapidly. The difficulty in controlling electronically circulated messages means the scope and scale can be greater than for other forms of bullying.

- People who cyber bully may attempt to remain anonymous. This can be extremely distressing for those being bullied. The person cyber bullying may never be in the same physical space as their target.

- The profile of the bully and target. Cyber bullying can take place between peers and across generations, teachers have also been targets. Bystanders can also become accessories to the bullying, e.g. by passing on a humiliating image.

- Some instances of cyber bullying are known to be unintentional. It can be the result of not thinking (something sent as a joke may be upsetting) or a lack of awareness of the consequences e.g. saying something negative on-line about another student that they don't expect to be forwarded on.

- Many cyber bullying incidents can themselves act as evidence.

2. Cyber bullying and the Law

Cyber bullying, like all bullying, will be taken very seriously at the CTC. The Principal has the power to "such an extent as is reasonable" to regulate the conduct of students when they are off site under the 2006 Education and Inspections Act. Following the Education Act 2011, teachers now have stronger powers to search devices and these powers will be used. Although cyber bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. The Principal may contact the Police if she feels the law has been broken.

3. Preventing Cyber bullying

The best way to deal with cyber bullying is to prevent it happening in the first place. There is no single solution to the problem. These are the four key areas addressed by the CTC to form an effective prevention plan:

- **Understanding and talking about cyber bullying**

  Everyone at the CTC will be aware of what cyber bullying is, its impact and the ways in which if differs from other forms of bullying. Students and parents will be made aware of students' responsibilities in their use of ICT and what the sanctions are for misuse. Students and parents will be supported if cyber bullying takes place out of school. The CTC will keep cyber bullying a live issue and celebrate its successes in preventing it.

- **Keeping policies and practices updated**

  Regular reviews will be held to ensure that the anti-bullying policy is working and is up-to-date. It will be publicised to staff, parents and students.

- **Making reporting cyber bullying easier**

  No one should feel they have to deal with this type of bullying alone. The CTC will provide and publicise different ways of reporting it e.g. peer reporting, anonymous reporting and providing information about contacting service providers directly. We will keep records of any incidents of cyber bullying.

- **Promoting the positive use of technology**

  Technology is being used to support engaging, positive and effective learning and to increase the potential of personalised learning by making learning more flexible, creative and accessible. We will explore safe ways of using technology with students to support self-esteem, assertiveness, participation and to develop friendships. We will promote and discuss 'netiquette', e-safety and digital literacy.

4.   Responding to Cyber bullying

The CTC will support the person being bullied by:

- Giving reassurance that the person has done the right thing by speaking out.
- Advising on the next steps that the person should take.
- Take action to contain the incident when content has been circulated.
- In cases of illegal content, contact the police.

The CTC will investigate incidents by:

- Advising students and staff to try and keep a record of the bullying as evidence.
- Taking steps to identify the bully, including looking at CTC systems, identifying and interviewing possible witnesses and contacting the service provider and the police, if necessary.

5.   Work with the bully

Once the bully is identified, steps will be taken to change their attitude and behaviour as well as ensuring access to any support that is required. Factors taken into consideration when determining the appropriate sanctions include the impact on the victim and the motivation of the bully. Technology specific sanctions for cyber bullying behaviour could include limiting internet access for a period of time or removing the right to bring a mobile phone into the CTC.

APPENDIX 3   Bullying related To SEN or Disability

1.   Introduction

"Every child is unique – in characteristics, interests, abilities and needs; and every child has the ability to enjoy his or her rights without discrimination of any kind". (Thomas Hammarberg, 1997)

Bullying is one of the most damaging forms of discrimination. Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Students with SEN and disabilities do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. They may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

Where students with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) they should expect the same standards of behaviour as apply to the rest of the CTC community, having made the reasonable adjustments necessary.

2.   Preventing bullying related to SEN and disability

The CTC aims to:

- Support learners with SEN and disabilities.
- Understand, prevent and respond to bullying of students with SEN and disabilities.
- Eliminate disability based discrimination and harassment.
- Develop a non-bullying ethos.

And by doing so:

- Raise achievement and participation in safe, positive environments.
- Meet legal safeguarding obligations and comply with the Equality Actand other legislation.
- Build on the requirements of the SEN Code of Practice.
- Uphold the fundamental human right of students to be free from abuse.

Students with SEN and disabilities are a diverse population. They have many skills and talents. They also have a wide range of very different needs. This includes students with complex health needs, students with learning disabilities, students with sensory impairments and students with social and behavioural needs. Some of these students will require support, some will not. For all students with SEN and disabilities discrimination based on their needs can be a challenge. Students with SEN and disabilities may:

- Be adversely affected by negative attitudes to disability and perceptions of difference.
- Find it more difficult to resist bullies.
- Be more isolated, not have many friends.
- Not understand that what is happening is bullying.
- Have difficulties telling people about bullying.

It is also important to recognise that all students are potentially vulnerable to bullying and that learners with SEN and disabilities may be bullied for a range of other reasons too. Some are less likely than others to recognise and report bullying behaviour and they may need help to do this. Because such students have varied needs, selecting the right approach needs sensitivity and awareness of the strengths of the students involved, e.g.

- Learners with language difficulties are less likely to find verbal fogging techniques work for them.
- Some learners will struggle to remember details of an incident several days later. This means that in their case, action should be taken at once if it is to be meaningful.

- Some cannot recognise bullying behaviour nor identify the student who is using bullying behaviour. In such circumstances, work with bystanders and on-going proactive work will be most productive.
- Learners with autism often find change difficult and may be particularly anxious around times of moving between settings.

Transfers between settings require preparation and support. They may also make learners vulnerable to bullying if not handled with care. Learners report that where they are seen as outsiders they are more at risk. Their safety can rely on bystander support and proactive strategies already in place. The CTC will set up the following:

- Induction Groups for new learners.
- Opportunities to view the other site on a webcam or DVD.
- Prepare welcome booklets.
- Provide support groups of peers.
- Have trained peer supporters visit before the proposed move.

Learners with a range of needs including learning disability, sensory impairment and behavioural, emotional and social difficulties (BESD) may require specific communication support to state their views. Also in reporting bullying, staff will need to check their understanding. Many students with autism for example are assumed to understand much more than they do in social situations. A range of tools will be developed with learners to counter prejudice and foster a positive ethos. These ,may include, for example:

- Posters
- Films on DVD.
- Anti-bullying songs.
- Drama productions about bullying or difference.
- Powerpoint presentations.
- Online activities including researching topics and producing information for the CTC.
- Assemblies with a focus around different needs.

Where learners with SEN and disabilities are concerned, communication across the staff team is essential. All staff working with students need to know their individual needs, although will not need to have detailed information on a particular student's SEN and disability unless there is a specific reason. This could be a reasonable adjustment to support their needs. They will need to know the extent to which a learner's SEN and disability may lead them to bully others or display disruptive behaviour.

Staff need to be alert to changes in students' behaviour and make sure they understand the cause. Often it is due to factors unrelated to their SEN or disability. Some may be unable to recognise that they are being bullied and may not be able to report it. They may have been threatened or feel that they will not be believed. The list below highlights how the CTC will make sure that all students feel confident that they can report bullying and be heard:

- Provision of a quiet place to go to talk.
- Staff members recognising the student's communication needs, including understanding the member of staff.
- Student's personal communication tools are available to them.
- Students have had time to calm down and can tell fully what they want to.
- A supporter if the student needs one.
- Staff that are visible and available to students out of the classroom.

Bullying will not be tolerated and will always be followed by an immediate and appropriate response. This response should be selected from a menu of tools within a consistently applied framework. A 'one

size fits all' approach is unhelpful when supporting students with a range of SEN and disabilities who experience bullying.

When choosing an approach, knowledge of the students particular needs and the impact on their social development is essential, e.g. for some students with learning difficulties that have been bullied, it may be necessary to act very quickly while they can remember what took place. In other cases allowances need to be made because a student with BESD demonstrates anti-social behaviour but did not intend to bully.

3.   Responsibilities

The Principal's legal responsibilities are to:

- Determine and publicise the detailed measures (rules, sanctions, rewards and behaviour management strategies) on behaviour and discipline that form the CTC's behaviour policy. The measures are determined with a view to encouraging good behaviour and respect for other students and preventing all forms of bullying.

- Consider whether any adjustments are needed to the policy to take account of the needs of students with SEN and disabilities.

As policies are updated in line with disability equality duties, the senior leadership team will ensure that they are understood and followed by the whole CTC community, to enhance the experience of CTC life for students with SEN and disabilities.

APPENDIX 4   Bullying related to Race, Religion or Culture

1. Definition

A definition of racist bullying is 'a range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.'

The CTC seeks to be at the heart of a tolerant and diverse community. Racism and bullying will have no place. Every student and member of staff deserves respect and a safe learning environment whatever their racial or religious background. The law recognises the seriousness of abuse and attacks that are motivated by racism. The Equality Act 2010 contains provisions which protect characteristics including race, religion and culture.

The CTC's principles in this area are:

- To acknowledge that racism exists in wider society and that it can lead to racist bullying in schools.
- To let students know where it stands.
- To listen to all members of the CTC community; students, parents and staff and to involve them in solutions.
- To implement strategies for both prevention and intervention.

2. Preventing racist bullying

The CTC has two main strands of work to prevent racist bullying; self-evaluation of the extent to which students feel safe in the Academy from bullying and racist incidents; and curriculum work designed to create an ethos which reduces the likelihood that racist bullying will happen.

Self-evaluation will use documentation, discussion, monitoring and review of perceptions of the Academy community.

On the curriculum we will incorporate six themes:

- Shared humanity – similarity, sameness and universality
- Difference and diversity – contrasting stories and interpretations
- Interdependence – borrowing, mingling and mutual influence
- Excellence everywhere
- Identity and belonging
- Race, ethnicity and justice

3. Responding to racist bullying

Following any allegations of racist bullying, the CTC will investigate and ask the victim what action they would like to see take place, whether the person would like other people to help solve the situation that has arisen and whether they would like, in the case of a student, their parents to be informed and involved. The CTC will stress that the person themselves was not the cause of the bullying.

The CTC will adopt a rounded approach to challenging those responsible for racist bullying, which does not rely solely on disciplinary sanctions but also on reasoning and explanation. Those responsible need to be clear that what they have done is wrong, within the framework of the CTC's behaviour management policy. They also need to be helped to understand their own behaviour and how to change it.

APPENDIX 5   Homophobic Bullying

1. Definition

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Evidence of homophobic bullying suggests that students who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The student may not want to report bullying if it means 'coming out' to teachers and parents before they are ready to. The Equality Act 2010 contains provisions which protect characteristics including sexual orientation.

2. Who experiences this bullying?

- People who are gay or lesbian or bisexual (or perceived to be), including students or teachers.
- People who have gay friends or family.

3. Who does the bullying?

- Anyone. Especially if they have not been told that it is wrong.
- People who think that people should be bullied because they believe gay people are "wrong".
- People who might themselves be gay and are angry about that.
- People who think that "boys should act like boys" and "girls should act like girls".
- People who think that gay people shouldn't have the same rights as heterosexual people and use this as a justification for bullying.
- People who think that gay parenting is wrong and students should be treated differently because of it.

4. What forms can homophobic bullying take?

Generally homophobic bullying looks like other forms of bullying, but in particular it can include:

- **Verbal abuse** – including spreading rumours that someone is gay.
- **Physical abuse** - pushing, kicking, hitting, punching or any use of violence.
- **Cyber bullying** – the use of ICT, particularly mobile phones and the internet, to deliberately upset someone.

5. Preventing homophobic bullying

Prevention is a central focus of the CTC in tackling homophobic bullying since taking steps to prevent it makes it easier to respond if incidents should occur.

In addition to the general anti-bullying strategies set out in this policy, the CTC will be sensitive to knowing how to provide discreet support to lesbian and gay students to help them feel safe and able to tell staff about incidents of bullying.

6. Responding to homophobic bullying

The response of the CTC to instances of this type of bullying will be swift, proportionate, discreet, influential and effective. Staff will be trained to instil confidence in students and parents that issues will be dealt with.

If an incident of **homophobic language** occurs it will be challenged to:

- Ensure that students know that homophobic language is offensive and will not be tolerated.

- explain in detail the effects that this bullying has on others, if a student continues to make homophobic remarks,.

If a student makes persistent homophobic remarks in a classroom situation, they will be removed from the classroom and staff will talk to them in more detail about why their comments are unacceptable.

If the problem persists the senior leadership team and parents will become involved.

In the case of incidents of **physical abuse related to homophobia**, the CTC will operate the same procedures as for other forms of physical abuse bullying. Homophobic violence can be a crime. Anti-bullying policy will be rigorously enforced in order to keep all students safe from physical abuse.

CTC Kingshurst Academy BULLYING – A Charter for Action

We are working with staff, pupils and parents to create an academic community where bullying is not tolerated.

The CTC community –

- ✓ Discusses monitors and reviews our anti-bullying policy on a regular basis. Good practice suggests the policy should be reviewed on average every two years.

- ✓ Supports staff to promote positive relationships and identify and tackle bullying appropriately.

- ✓ Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy.

- ✓ Reports back quickly to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the CTC to uphold the anti-bullying policy.

- ✓ Seeks to learn from anti-bullying practice elsewhere and utilises the support of the LA and other relevant organisations when appropriate.

D Hewson
Principal