



# ANTI-BULLYING POLICY

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## Our Vision

NCS is a happy, harmonious learning community where staff and students feel safe and secure. Sixth Form life is characterised by a calm, purposeful environment underpinned by relationships built upon mutual respect. Our expectation is that all students and staff will behave in appropriate and socially acceptable ways.

Every member of staff has a key role to play in promoting and sustaining the highest standards of behaviour for learning. We aim to provide a safe learning environment where everyone feels able to enjoy and achieve and fulfill their potential free from bullying.

The well-being of every young person is of paramount importance; every learner has the right to a high-quality learning experience at Sixth Form, free from harm, neglect and abuse. All staff have a duty of care and a responsibility for safeguarding and promoting the well-being of students.

There is a consistent approach to how bullying incidents are dealt with. Parents are involved at the earliest opportunity. Students are empowered to develop effective personal strategies rather than building dependency upon teachers and others to solve issues.

## What is Bullying?

Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, July 2017)

The NCS encourages all students to challenge bullying. Students should report incidents inside and outside the sixth form, to any member of staff, who will tackle it promptly and sensitively. Bullying is defined as repeated, deliberate and hurtful behaviour than can take many different forms including:

**Emotional** - unfriendly, excluding, tormenting or taking property

**Physical** - pushing, hitting or any form of violence

**Racial** - racial taunting, graffiti or gesturing

**Sexual** - unwanted physical contact or sexually abusive comments

**Homophobic** - focusing on, or as a result of, sexuality

**Verbal** - name-calling, sarcasm, rumour-spreading, teasing

**Cyber** - activity online, videos, photos, SMS, phone or social media

**Protected characteristics** - focusing on, or as a result of, gender, gender identity, disabilities, religion or belief and/or any other protected characteristic under law.

Bullying can be a form of peer on peer abuse and can be emotionally abusive; it can cause severe and adverse effects on children’s emotional development.

There are various types of bullying, but most have three things in common

- It is deliberately hurtful behaviour
- It is repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves

Bullying can happen to anyone. This policy covers all types of bullying including:

1. Bullying related to race, religion, nationality or culture
2. Bullying related to SEND (Special Educational Needs and/or Disability seen or unseen)
3. Bullying related to Mental Health conditions
4. Bullying related to sexual orientation
5. Bullying of young carers, children in care or otherwise related to home circumstance
6. Sexist, sexual and transphobic bullying
7. Bullying via technology, known as online or cyberbullying.

## **Roles and Responsibilities**

The Principal has ultimate responsibility for the well-being of all students and staff

The Assistant Principals (Pastoral & Safeguarding) have been designated to oversee the safeguarding and well-being of students

All staff, students, parents and governors must be aware of the policy and share responsibility for enforcing its principles.

## **Dealing with Bullying**

The Sixth Form takes a proactive stance to raise awareness about bullying. This is done through a range of strategies including, the pastoral curriculum (tutor time and Ignite lessons), assemblies, the online platform ToToot and high staff presence and visibility during lessons change over, break, lunch time and after Sixth Form.

Minor incidents or disagreements should be addressed by form tutors or subject teachers; however, any suspicions of bullying must always be reported to the appropriate Year Leader and/or SLT as soon as possible.

The Year Leader/SLT will investigate the concern or allegation to clarify the facts through a thorough investigation, taking statements from the alleged bully, victims and witnesses.

## Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the Sixth Form:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern who will ensure that all parties are safe, if that is necessary, reassure the individual making the report and in the case of students make an immediate referral to the Year Leader/SLT.
2. The Sixth Form will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
3. The Year Leader/SLT will interview all parties involved and keep detailed accurate records of the interview.
5. The Safeguarding Officer will be informed of all bullying issues where there are safeguarding concerns and must keep a record of the report.
6. The Sixth Form will inform other staff members, and parents/ carers, where appropriate.
7. Sanctions (as identified within the Sixth Form behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
8. If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including Early Help or children's social care (if a child is felt to be at risk of significant harm), in this case the Safeguarding officer will make the referral to Social Services.
9. Where the bullying takes place off site or outside of normal Sixth Form hours (including cyberbullying), the Sixth Form will ensure that the concern is fully investigated in accordance with our Behaviour Policy. Appropriate action will be taken, including providing support and implementing sanctions in accordance with the Sixth Form's Behaviour and Exclusions Policy.
10. A clear and precise account of the incident will be recorded in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

## Cyberbullying

When responding to cyberbullying concerns, the Sixth Form will:

1. Act as soon as an incident has been reported or identified.
2. Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
3. Take all available steps where possible to identify the person responsible. This may include:
  - Looking at use of the Sixth Form systems;
  - Identifying and interviewing possible witnesses
  - Contacting the service provider and the police, if necessary.
  - Requesting that the parent contact the service provider
4. Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include: reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.

### **Supporting a parent with such a request in the point above.**

- Confiscating and searching students' electronic devices, such as mobile phones, in accordance with the Sixth Form confiscation.
- Requesting the deletion of locally-held content and content posted online if they contravene our Behaviour Policy.
- Consider restricting access to IT within the day for parties involved until investigation is complete.
- Advising parents to consider the restriction, confiscation and/ or monitoring of the use of IT and electronic devices in the home.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; as well as ensuring access to any additional help that they may need – for example for overuse of social media.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and students regarding steps they can take to protect themselves online. This may include:
  1. advising those targeted not to retaliate or reply;
  2. providing advice on blocking or removing people from contact lists; helping those involved
  3. to think carefully about what private information they may have in the public domain.

## **Supporting students**

Students who have been bullied will be supported by:

1. Reassuring the student and providing continuous support.
2. Offering an immediate opportunity to discuss the experience with their Year Leader, Form Tutor, the Safeguarding Officer or a member of staff of their choice.
3. Being advised to keep a record of the bullying as evidence and discuss how respond to concerns and build resilience as appropriate.
4. Working towards restoring self-esteem and confidence.
5. Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
6. Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through Child and Adolescent Mental Health Services (CAMHS).

## **Students who have perpetrated the bullying will be helped by:**

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the young person.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with the Behaviour Policy; this may include verbal warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusion.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

## **Supporting adults**

At NCS we take seriously our commitment to prevent and tackle bullying among students; however, it is equally important to recognise that bullying of staff and parents, whether by students or parents, is unacceptable. The NCS will not accept any bullying of NCS staff and where there is evidence of such appropriate action will be taken.

### **Adults (staff and parents) who have been bullied or affected will be supported by:**

1. Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Principal.
2. Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
3. Where the bullying takes place off site or outside of normal Sixth Form hours (including online), the Sixth Form will still investigate the concern and ensure that appropriate action is taken in accordance with the Behaviour policy.
4. Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
5. Reassuring and offering appropriate support.
6. Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
7. Making any necessary adjustments to their working conditions or their relationship with the Sixth Form.

### **Adults who have perpetrated the bullying will be helped by:**

1. Discussing what happened with a senior member of staff and/or the Principal to establish the concern.
2. Establishing whether a legitimate grievance or concern has been raised and signposting to the Sixth Form's official complaints procedures.
3. If online, requesting that content be removed.
4. Instigating civil or legal action as appropriate or required.

### **Monitoring and review: putting policy into practice**

1. The Sixth Form will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied we will do this by ensuring that Pastoral teams report termly to their line managers with details of any incidents that that this record is provided to the Principal on a termly basis
2. Any issues identified will be incorporated into the Sixth Form's improvement planning processes annually as appropriate
3. The Principal will be informed of bullying concerns, as appropriate.



## Appendix 1

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

### Cyber-bullying and online safety

**ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new [cyberbullying guidance and a practical PSHE toolkit](#) for schools.

**Digizen:** provides online safety information for educators, parents, carers and young people. **Internet Matters:** provides help to keep children safe in the digital world.

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

**The UK Council for Child Internet Safety (UKCCIS)** has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

### LGBT

**Barnardos:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

**EACH:** (Educational Action Challenging Homophobia): provides a national free phone Action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

**Metro Charity:** an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

**Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

[Stonewall](#): An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

[Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

[Cyberbullying and children and young people with SEN and disabilities](#): Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.