



EXETER MATHEMATICS SCHOOL  
SERVING CORNWALL, DEVON, DORSET AND SOMERSET

# Anti-Bullying Policy

<b>Staff reviewer:</b>	<b>Scrutinised by link Governor:</b>	<b>Date signed off at Committee:</b>	<b>Date approved at Board:</b>	<b>Next review date:</b>
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# 1 Purpose

1.1 The purpose of this policy is to set out the School's position on bullying and to give clear guidelines on how bullying incidents should be dealt with.

*"Bullying can have a life-long negative impact. It makes it difficult for young people to learn and can have a lasting detrimental effect on their life chances. Young people who have been bullied can become anxious and withdrawn, depressed or aggressive. Some turn to substance misuse as a way of dealing with the emotional impact of bullying. At worst bullying has been a factor in suicide.*

*Bullying can happen anywhere. To tackle bullying successfully, the whole community and all services for young people need to work together to change the culture so that bullying is unacceptable."* **Safe from Bullying in FE Colleges, Dept. of Education.**

1.2 Exeter Mathematics School will not tolerate bullying in any form. We are committed to providing a caring, friendly and safe environment for all of our students so that they can learn in a secure atmosphere. Bullying, in any form, is entirely contrary to the values and principles we work and live by.

All members of the School community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of such an environment.

## 2 Definitions

2.1 Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. Bullying is behaviour, usually repeated over time, that intentionally hurts another individual or group, physically or emotionally. One person or a group can bully others.

### 2.2 **Bullying can be:**

- **Emotional** - being unfriendly, excluding someone, and tormenting (e.g. threatening gestures, interfering with personal possessions).
- **Physical** - pushing, kicking, hitting, punching or any use of physical violence.
- **Racist** - Racist bullying can be defined as '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' - racial taunts, graffiti, gestures.
- **Sexual, Sexist and Transphobic**- Sexual bullying includes any behaviour, whether physical or non-physical, where sexuality is used as a weapon. It includes unwanted physical contact or sexually abusive comments. Transphobic bullying refers to bullying because someone is - or is thought to be - transgender.
- **Homophobic** - Homophobic bullying targets someone because of their sexual orientation (or perceived sexual orientation). It can be particularly

difficult for a young person to report, and is often directed at them at a very sensitive phase of their lives when identity is being developed. Homophobic bullying has been shown to have an extremely damaging impact, with depression, suicidal thoughts and self-harm reported.

- **Disabilist** - Bullying involving young people with disabilities employs many of the same forms as other types of bullying, with name calling and pushing and shoving being common. Also includes seemingly 'low level' bullying from which there is no let-up.

### **Mechanisms for Bullying can be**

- **Verbal** - name-calling, sarcasm, spreading rumours, teasing, graffiti.
- **Cyber** - All areas of internet, such as social networking, email, and chat room misuse. Threats / abuse by text messaging or calls from any mobile device. Misuse of associated technology i.e. camera, video, social media.
- **Physical** - pushing, kicking, hitting, punching or any use of physical violence.

## **2.3 How does bullying differ from banter?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist, or homophobic bullying and when young people with disabilities are involved. If the victim might be in danger then intervention is urgently required.

## **2.4 Bullying and the wider *Safeguarding Agenda***

Effective anti-bullying practice gives all young people the assurance that they can take part in extended services in a safe and friendly environment. It upholds their fundamental right to be safe.

# **3 Policy**

3.1 This policy applies to all students and staff at Exeter Mathematics School. Bullying of any kind is unacceptable at our school. If bullying does occur, all students should know that incidents will be dealt with promptly and effectively. This means that anyone who knows that bullying is happening is expected to tell a member of the School staff.

If a student feels that they are being bullied by a member of School staff they should be aware of the procedure they can follow to address the problem. The School's safeguarding ethos will play a key role in creating an inclusive environment in which bullying and any form of discrimination is not tolerated.

3.2 This policy aims to ensure that:

- Bullying is not tolerated in any form, by anyone, on any school, college or university site, including off site trips, visits, and residential accommodation
- the Headteacher, governors, Pastoral Leader, teaching and non-teaching staff know what the procedures are and know when and how to report bullying
- students and parents are assured that they will be supported when bullying is reported

3.3 We will:

- work to create a welcoming, safe ethos
- encourage values such as respect and tolerance
- model fair and respectful behaviour and leadership
- challenge all forms of prejudice and injustice and promote equality and diversity
- discourage young people from colluding with bullying
- consult learners about bullying
- make sure learners and parents / guardians of learners know what the School's position is on bullying and know how to report any incidents or concerns

## 4 Implementation

### 4.1 Leadership.

Tackling bullying is the responsibility of **all members of staff**. In addition the School has a nominated Pastoral Leader who provides a focus for anti-bullying work. The Pastoral Leader will liaise with Exeter College's anti-bullying team who are all members of Exeter College's Safeguarding Team, led by the Head of the Department of STEW (Safeguarding, Tutoring, Equality and Well-Being).

#### **This leadership role includes responsibility for:**

- Maintaining policies
- Arranging training
- Responding to bullying incidents
- Ensuring that records are kept and that data on bullying incidents is collected and held securely

- Linking with the local authority anti-bullying lead and other partners

## 4.2 How to Respond to Bullying.

When bullying does occur, **a clear consistent response is essential.** The goals of any intervention should always be the same, no matter who is dealing with the incident:

- To make the victim safe.
- To stop the bullying, and change the bully's behaviour.
- To make clear to every learner that bullying is unacceptable.
- To learn lessons from the experience that can be applied in future.

## 4.3 Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. We recognise that bullying can make students vulnerable to other abuse such as radicalisation. Everybody has the right to be treated with respect. Students who are bullying need to learn different ways of behaving. The School has a responsibility to respond promptly and effectively to issues of bullying.

## 4.4 Signs and Symptoms of Bullying

- A young person may indicate by signs or behaviour that he or she is being bullied
- All School staff should be aware of these possible signs and should investigate if a young person
  - is frightened of walking to or from school
  - doesn't want to go on the usual mode of transport
  - changes their usual routine
  - is unwilling to go to home or to their mid-week residential accommodation
  - begins to have a poor attendance record
  - becomes withdrawn, anxious, or lacking in confidence
  - attempts or threatens suicide or runs away
  - has difficulty sleeping
  - school work begins to suffer
  - has possessions which are damaged or " go missing"
  - has unexplained cuts or bruises
  - becomes aggressive, disruptive or unreasonable
  - is bullying other students
  - 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 & 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

## 5 Procedures

- 5.1 For all incidents of bullying, the alleged victim or the member of staff dealing with the incident / concern should complete a bullying reporting form. These are available electronically via the school's network.
- 5.2 The bullying incident will be logged centrally
- 5.3 The bullying report form will automatically come to the Pastoral Leader and/or the Headteacher. They will then decide how the incident should be dealt with. This will normally be via one of the Pastoral Team and may be in liaison with Exeter College's Safeguarding Team.
- 5.4 The member of staff who is asked to investigate the bullying incident should arrange to meet with the alleged victim as soon as possible, so as to understand the nature of the concern
  - The starting point for any intervention should be to talk to the student who has been bullied, establish what has happened, and agree a way forward.
  - Make time to listen calmly to them.
  - Take the bullying seriously and avoid telling students to 'just ignore it'
  - Agree an action plan with his or her consent.
  - Avoid humiliating the victim by taking actions which make them seem weaker or powerless.
  - Help the victim become more resilient, for example by building up their self-confidence, emphasising their strengths and helping them to develop protective friendships.
- 5.5 Where there is evidence or a strong suspicion that bullying has taken place, the member of staff should interview the perpetrators as soon as is possible.
- 5.6 Wherever possible, parents / guardians on both sides e.g. alleged victim and alleged perpetrator, should be informed that an incident has occurred.
- 5.7 In serious cases of bullying the 'Gross Misconduct' procedure may need to be implemented. This will then be handed to the Pastoral Leader or Headteacher to action. Parents must be told of the incident and of any proposal to suspend the student or to take other action.
- 5.8 The School will always try to work with the bully (bullies) to change their behaviour.
- 5.9 Cyber bullying can be traced and tracked to find proof of the bullying so that it become less of a question about one person's word over another.

- 5.10 Always address any prejudice exhibited by a whole group. If a group of students are behaving in a prejudicial way this needs to be addressed with the whole group.
- 5.11 The person who has dealt with the incident should monitor all of the students involved and deal immediately with any further concerns / incidents. Bullies will often appear to comply – but may still bully someone else, or bully more secretly so that they do not get caught. They can appear to comply because of strong controls strictly enforced, but it is unclear whether or not their behaviour and prejudices have really changed. So we should always consider whether intervention has secured lasting change and check from time to time:
- Monitor the situation.
  - Follow up, discreetly, with the victim to make certain the bullying has actually stopped, and that they feel safe.
  - Pass any concerns about a learner to other staff who may be teaching them.
- 5.12 Provide relevant information on any bullying incidents that have taken place to Exeter College’s Safeguarding Team and to residential pastoral staff so that they can monitor behaviour in college and residential accommodation.

## 6 Associated Documentation

Child Protection and Safeguarding policy  
Gross Misconduct Procedure  
The Student Code of Conduct  
The E-Safety Code of Conduct

## 7 Monitoring, Review and Evaluation

All bullying report forms that are submitted will be logged by the Pastoral Leader for monitoring and evaluation. The data collected will be included in the annual safeguarding audit. This policy will be reviewed every two years by the Pastoral Leader in liaison with Exeter College’s STEW.

## 8 Additional sources of Advice and Guidance

**Anti-Bullying Alliance:** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**CEOP (The Child Exploitation Online Protection**

**Centre):** Hosts the Young people’s online charter and is responsible for safety on the internet. There is advice for parents and carers and for young people <http://www.ceop.gov.uk>.

**BECTA:** For more information on cyberbullying  
[www.becta.org.uk/safeguarding.php](http://www.becta.org.uk/safeguarding.php).

**Childnet:** For information and materials on a range of online safety aspects such as social networking, being a good digital citizen, and cyberbullying  
[www.digizen.org/cyberbullying](http://www.digizen.org/cyberbullying)

Childnet also offers activities, posters and materials  
<http://www.kidsmart.org.uk>.

**EACH (Educational Action Challenging Homophobia):** Provides training for local authorities to challenge homophobic bullying: [www.eachaction.org.uk](http://www.eachaction.org.uk)  
EACH also provides a national helpline for young people experiencing homophobic bullying: Tel: 0808 1000 143.

**Leap:** Offers training and workshops in confronting conflict and hosts the Academy for Youth and Conflict for formal training leading to qualifications for staff <http://www.leaplinx.com/>.

**Mencap:** The Don't Stick it, Stop It! campaign contains stickers and useful materials, such as line animations and video clips, which can be used for training / awareness purposes [www.mencap.org.uk/dontstickit](http://www.mencap.org.uk/dontstickit).

**National Youth Agency** [www.nya.org.uk](http://www.nya.org.uk)

**NSPCC:** Offers a wide range of advice and support in this area, including what to do when a child may disclose a further problem such as domestic violence or neglect. Visit [www.nspcc.org.uk](http://www.nspcc.org.uk).

**Stonewall:** Information on tackling homophobic bullying  
[www.stonewall.org.uk](http://www.stonewall.org.uk).

**Transforming Conflict:** For information on restorative practices and training  
<http://www.transformingconflict.org/>



## 9 Equality Analysis

17/02/2104

**7.1. Is your policy equality- relevant? If yes, please list which groups of people will be affected by this policy.**

*Yes, policy is designed to support equality of access to education free from harassment or bullying*

**7.2. How have you involved people from minority groups who may be affected by this policy?**

*No direct consultation has taken place. All aspects have been informed by government and advocacy group guidance.*

**7.3. What evidence have you considered?**

*Consulted with Exeter College's STEW team and referred to their policy, ensuring joined-up thinking and a common approach to tackling bullying.*

**7.4. How will your policy fulfil the public sector duty by helping fight discrimination, advance equality of opportunity and foster good relations?**

Characteristic	How does your policy help fulfil the public sector duty? What Equality issues have you addressed?
Age	<i>This policy is written to ensure that all students regardless of age, disability, gender, race, religion, belief or sexual orientation can flourish in school, free from the threat of bullying or intimidating behaviour</i>
Disability	
Gender	
Pregnancy & maternity	
Race	
Religion and belief	
Sexual orientation	
Transgender	

**7. 5. Describe any potential adverse impacts that may arise as a result of the policy.**

*None identified*