Anti-Bullying Policy

Version: 2.0

- Date of implementation: June 2020
- Date of last review: January 2021
- Policy review date: January 2023

Key staff

- DSL - Kelly Wakelin

Related policies:

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Rationale

The British College of Gavá does not tolerate bullying in any of its forms. This policy exists to help both prevent and combat bullying. The ethos underpinning the policy is that bullying is better avoided than solved and as such the school commits to making every effort to create an environment in which bullying does not exist.

Aim of this policy

- To create an inclusive environment in which students feel happy, comfortable with each other and indeed themselves, and do not feel the desire to engage in any form of bullying.
- To develop the awareness in students of how their actions affect others and that their actions have consequences.
- To promote an awareness of what bullying is as well as the consequences that may result.
- To provide an effective structure within which to work should a possible incident of bullying occur.

Definition of bullying:

- 'The persistent or systematic use of superior strength or influence to intimidate another person (or persons) and/or cause hurt or harm. Such may include physical, sexual, psychological or social hurt or harm and may be made on a racist, sexist, homophobic or other grounds on the basis of origin or orientation.' By use of the word systematic the inference is that there is a certain level of intent, though, this statement does not exclude 'one-off' incidents which are particularly serious.

Types of Bullying

This section includes forms and types of bullying covered by this policy. This policy covers all types and forms of bullying, including and related to:
- physical appearance
- young carers, children in care or otherwise related to home circumstances
- physical/mental health conditions
- Physical
- Emotional
- Sexual
- via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
    - race, religion, faith and belief and for those without faith ▪
    - ethnicity, nationality or culture
    - special Educational Needs or Disability (SEND)
    - sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - teenage parents (pregnancy and maternity under the Equality Act)

Cyberbullying

When responding to cyberbullying concerns, the school will:
- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.

- Take all available steps where possible to identify the person responsible. This may include:
- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.
- 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:
    - Support 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.
    - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (Note: Schools should ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)
    - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include: advising those targeted not to retaliate or reply; providing advice on blocking or removing people from contact lists; helping those involved to think carefully about what private information they may have in the public domain.

Procedures

Responsibilities
Students, staff and parents/carers all have responsibility towards the prevention and resolution of bullying in the school.

Role of the Student

Students are expected to:
- Have in mind and strive to achieve the school's core values with particular regard to 'respecting' other students and 'caring' for one another
- Be aware that it is unacceptable to do something with intent that intimidates harms or hurts another person
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say
- Take responsibility to report a problem as the first and most important step to solving it

Role of Staff

Staff are expected to:
- Encourage positive relationships based on mutual respect and trust
- Promote a climate of openness in which bullying specifically is understood to be unacceptable and that it is widely perceived as 'right' to report any possible instance of bullying
- Be alert to possible incidents of bullying
- Communicate information related to bullying swiftly and to the correct people

Role of Parents and Carers

Parents and carers are expected to:
- Support their son/daughter in striving to achieve the school's core values with particular regard to 'respecting' other students and 'caring' for one another
- Help ensure that their son/daughter understands what bullying is, help them understand the consequences of engaging in bullying and supports them in dealing with problems
- Inform the school should any important information come to light

In addition to the above responsibilities, the following strategies will be applied by the school:
- Ensure that students know what bullying is, what forms it can take, what the consequences may be and what the school's policy is on bullying
- Provide learning opportunities/times to discuss the issue as part of the school PSHE programme as well as at other times as needs arise
- Raise awareness through whole school Anti-Bullying Week Upper Primary & Secondary/Friendship Week (EYFS)
- Educate the students about and promote the school's core values with view to fostering confident and caring students with a high level of self-esteem who have no intrinsic desire or need to engage in bullying
- Recognise that there are times and places in schools where bullying is most likely to occur and implement effective procedures to safeguard against bullying at these times/places
- Provide staff with opportunities for continued professional development regarding their roles and responsibilities in preventing and responding to bullying

Combatting
- Ensure that every student has an adult that they can talk to in confidence and that will deal with the matter urgently and with discretion; inform all new students of whom they can talk to in confidence about bullying
- Staff must adhere to the following system of action…
    1) All possible incidences of bullying should be reported to the tutor(s) of the students in question
    2) Take any possible initial precautionary steps to ensure that a student who may have been bullied feels protected and reassured including contact with the school psychologist if necessary.
    3) Establish by discreet investigation the facts which are knowable
    4) Inform the head teacher should a confirmed case of bullying be known to have taken place
    5) From the point that it is known an incidence of bullying has taken place a written record must be kept of what has happened and what has been done about it
    6) The tutor (in liaison with other tutors and/or the head teacher if appropriate) should decide how best to proceed keeping in mind that different actions are needed for different students and situations
    7) Consideration should be given to (a) whether or not to contact parents and at what stage, (b) if sanctions are necessary (as stated in the school's 'Regimen Interno' a persistent bully can be expelled from the school), (c) what measures should be taken if the victim or perpetrator needs guidance/mentoring, and (d) what follow up work is required and by whom
    8) Put specific and effective measures in place to prevent any recurrence of bullying where it has occurred

All reports of bullying must be followed up without fail even if only to disprove there has been any incidence of bullying. A central record of incidences of bullying is kept by the head teacher.

Record Keeping

Records of incidents of bullying, cyber-bullying and bullying outside school are kept by the (also the DSL). These records are used to evaluate the effectiveness of the approach adopted by the school and to enable patterns to be identified. Any bullying incident where there is reasonable cause to believe that a child is suffering, or likely to suffer, significant harm will be treated by the school as a child protection concern and the school's child protection and safeguarding policy will be followed.

Monitoring and Review

It is the responsibility of the Principal to monitor the central record of incidences of bullying in order to help identify any patterns for internal review purposes. This policy should be reviewed as standard a minimum of once every two years.