

Policy/Procedure Name:	Anti-Bullying Policy		
Policy/Procedure Number:	SMT050		
Date of Approval:	01 November 2011		
Effective Date:	March 2009		
Revised Date:	July 2022		
Review by Date:	July 2024		
Policy/Procedure Author:	Head of Safeguarding		
Policy/Procedure Owner:	Principal		
Management Committee Approved By:	SMT		
Governor Committee (where appropriate) Approved By:	Not Applicable		
For Action By:	All Staff		
For Information to:	All Students		
Approval requested to upload on the Treloar Website:	Yes <input checked="" type="checkbox"/> (tick if requested)		
Who is carrying out EIA?	Lorna Woodcroft	Date of EIA?	28 th April 2022

Aim

The School and college are committed to creating a safe and secure environment where young people and adults can develop academically, socially and emotionally, free from fear, humiliation, oppression and abuse.

At Treloar's, we foster an atmosphere based on mutual respect and trust, consideration and friendship, in which students can feel safe. Bullying is not tolerated under any circumstances. This is in line with our values of being inclusive, and acting with integrity and respect. However, we also recognise that it can occur in any school, college or organisation, and that Treloar's is no less vulnerable.

This policy sets out the measure to prevent bullying, to identify it when it does occur and how to intervene with the bully and the bullied.

Introduction

Bullying is when someone is picked on by a person or group. Bullies might make fun of people who they think don't fit in.

Bullies might make fun of others for many things, including:

- appearance (how someone looks)
- behaviour (how someone acts)
- race or religion
- social status (whether someone is popular)
- sexual identity (like being gay, lesbian, or transgender)

Bullying can come in different types:

- Physical bullying is when bullies hurt their targets physically. This might be shoving, tripping, punching, or hitting. Any form of touching that a person does not want can be bullying and possible sexual assault.
- Verbal bullying is taunting or teasing someone.
- Psychological bullying is gossiping about or excluding people to make them feel bad about themselves.
- Cyberbullying is when bullies use the internet and social media and say things that they might not say in person. This can include:
 - sending mean texts,
 - posting insults about someone
 - making rude comments on their pictures.
 - Cyberbullies also might post personal information, pictures, or videos designed to hurt or embarrass someone else.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of age, disability, gender reassignment, race, religion or beliefs, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is the first priority but emotional bullying can be more damaging than physical.

Bully is also is a deliberate misuse of power or influence. It is intimidation, often repeated, of a victim by a more powerful person. Where the intention may not be to deliberately cause hurt it can still be considered as bullying if the victim perceives it as so.

Sometimes bullying can be one off, but is often the repetition of low level actions that may be seen by staff as banter that causes the lasting damage. All staff and students should be alert to forms of bullying.

There are several types of bullying:

Physical – This includes hitting and kick etc. It is still bullying even if no injury is caused.

Verbal – For example name calling, racist or sexist remark or remarks mocking a disability. Verbal includes both spoken and written communication.

Non-verbal – Gestures can be very powerful and can be repeated over time.

Indirect – Students might spread rumours or seek to isolate someone by putting pressure on their friend

Cyber-bullying - The rapid development of and widespread access to technology has provided a new medium for 'virtual' bullying, which can occur in or outside Treloar's. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click, e.g., internet, Facebook, text, Twitter etc.)

The Education Act 2011 gives school teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, confiscate items that have been or could be used to commit an offence or cause harm, including mobile phones. ¹

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/6744

The law

Some forms of bullying could constitute a crime which could in turn be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Radicalisation

Treloar has a duty to put measures in place to prevent the radicalisation of students that may lead to the development of extremist ideas that support terrorism. Bullying can take the form of coercing someone to participate in activities that seeks to radicalise students. If staff suspect that a student is being radicalised they should contact the Head of Safeguarding.

Prevention

Treloar will tackle bullying by creating an ethos of good behaviour where students treat one another and staff with respect because they know that this is the right way to behave. Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole Treloar's environment and are reinforced by staff and older students who should set a good example to the rest.

Identification

Treloar's response to bullying does not start at the point at which a child has been bullied. Staff will proactively gather intelligence about issues between students which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This will involve talking to students about issues of difference, in lessons, through dedicated events or projects, through assemblies and through out of school activities.

Treloar's will also promote this policy by ensuring that students know how to report bullying.

Intervention

Treloar's should apply disciplinary measures to students who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the students may have and taking into account the needs of vulnerable students. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for

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the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

The organisations listed in the 'further resources' section provide a range of practical resources for Treloar's to help staff develop their own approaches to different issues which might motivate bullying and conflict.

Practice

In order to implement this policy Treloar's will:

- **involve parents** to ensure that they are clear that Treloar's does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents need to feel confident that Treloar's will take any complaint about bullying seriously and resolve the issue in a way that protects the student. It is important that parents are kept fully informed of what Treloar's does to prevent and deal with bullying as a whole school and when individual cases arise.
- **involve students.** All students must understand the Treloar's approach and be clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- **regularly evaluate** and update its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
- **implement disciplinary sanctions.** The consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable. Any disciplinary action or sanction must take account of special educational needs or disabilities that the pupils may have;
- **openly discuss differences between people that could motivate bullying**, such as disability, religion, race, sex or sexuality. Some students will have different home situations; they may be looked after children or have caring responsibilities. Treloar's will also teach students that using any prejudice based language is unacceptable;
- **use specific organisations or resources for help with particular problems.** Treloar's will draw on the experience and expertise of anti-bullying organisations with a proven track record or specialised expertise in dealing with certain forms of bullying;
- **provide effective staff training.** Anti-bullying policies are most effective when all staff understand the principles and purpose of the policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Treloar's can invest in specialised skills to help their staff understand the needs of their students, including those with Special Educational Needs and/or

disability (SEND) and Lesbian, Gay, Bisexual and Transgender (LGB&T) students;

- **work with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Treloar's will also work with other agencies and the wider community to tackle bullying that is happening outside Treloar's;
- **make it easy for students to report bullying** so that they are assured that they will be listened to and incidents acted on. Students should feel that they can report bullying which may have occurred outside Treloar's including cyber-bullying;
- **create an inclusive environment.** Treloar's will create a safe environment where students can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- **celebrate success.** Celebrating success is an important way of creating a positive ethos around the issue.

Key Responsibilities

The Principal is responsible for the strategic management of the school and college.

The Heads of School and College are responsible the operational management and for ensuring that systems are in place to prevent bullying and manage it when it occurs.

Residential Managers are responsible for monitoring the environment on the residential houses to ensure that systems in place in the education setting continue and are effective in residential accommodation.

The Head of Safeguarding is responsible for monitoring compliance with this policy and taking action when bullying needs external safeguarding reports.

All managers are responsible for promoting a culture that does not tolerate bullying and ensuring that bullying their staff challenge bullying. They are responsible for communicating with parents as necessary.

All staff are responsible for promoting anti bullying and challenging it when it arises. All staff are responsible for supporting students to raise concerns about bullying, with any concerns needing to be listened to and dealt with.

Training

None additional

Communication Requirements

How will the Policy/procedure be communicated:	SharePoint	
Who will ensure the above communication is carried out:	Head of Safeguarding	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No	

Inclusive Communications

If you require this document in an alternative format, such as large print, audio description, or a coloured background, please contact quality@treloar.org.uk

Monitoring and Review

The policy will be monitored through incident reports by the Head of Safeguarding.

Links to other related policies, procedures or documents (internal)

SMT 020 Safeguarding Children and Adults with Support Needs
HR14 Harassment and Bully Policy (Staff)

Further sources of information: -

UK Government – Bullying at School

<https://www.gov.uk/bullying-at-school>

Advice for Head teachers on behaviour and discipline

www.education.gov.uk/schools/pupilsupport/behaviour/f0076803/advice-for-headteachers-and-school-staff-on-behaviour-and-discipline

Screening, searching and confiscation

[Advice for head teachers, school staff and governing bodies](#)

Screening, searching and confiscation

[Advice for principals and staff of further education colleges, sixth form colleges and 16-19 academies](#)

NSPCC – Bullying:

learning.nspcc.org.uk/child-abuse-and-neglect/bullying

Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
Page 4	Insertion of para re prevention of terrorism	Jeremy Curtis	7 Sept 2015
Page 5	Strengthening of advice to work with parents	Jeremy Curtis	7 Sept 2015
	Minor updates	Jeremy Curtis	March 2018
All Page 6 Page 6	Updates to add clarity Responsibility of residential managers Supporting students to raise	Ben Baxter	May 2020
None	No changes required following review Added new EIA form.	Ben Baxter	April 2022

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Equality Impact Assessment (EIA) - Stage 1

Name of Policy / Function/Decision	SMT 050 Anti - Bullying policy				
Name of Assessor / Author /Lead	Lorna Woodcroft				
Start Date	28/04/22				
This EIA is being undertaken because it is:	<p><i>Delete as appropriate</i></p> <ul style="list-style-type: none"> • Part of a project proposal submission • A result of organisational change • A result of new policy • A result of a policy revision <p>Other:</p>				
Screening					
Does the policy affect employees, students or other stakeholder groups? Could the impact be significant to that group of people?					N
Is it a major policy with a significant effect on how our core business is delivered?					N
Does it involve a significant commitment of resources?					N
Does it relate to an area where there are known inequalities (e.g. gender pay gap, hate crime, accessibility of IT)					N
If the answer to any of these questions is 'YES' then continue to complete Equality impact assessment. If you are unsure about the answer to any of these questions please contact EDI Co-ordinator or Head of Quality for further support.					
Has the screening identified the policy as having relevance to the any of the following groups?					
Age	N	Disability	N	Sexual Orientation	N
Race	N	Sex/Gender	N	Religion or Belief	N
Gender Reassignment	N	Pregnancy or Maternity	N	Marriage or civil partnership	N
Have we shown due regard for the 9 protected characteristics within the policy/procedure/decision?				Yes	
Are all opportunities to promote equality taken within the policy/procedure/decision?				Yes Please see comment - can this policy be considered for Symbolising?	
Have we stated how we will monitor the implementation and impact of this policy/decision?				Yes	
Date of Screening					
Approval by EDI					
Refer Policy/Procedure to EDI Co-ordinator for further Stage 2 Assessment (if required)				Yes <input type="checkbox"/> No <input type="checkbox"/>	