



# ANTI – BULLYING PRINCIPLES AND PRACTICE

**Associate Assistant Principal (Director of Post 16)** | Autumn 2021

Approved by Governors - November 2021

---

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through Motivation, Commitment & Care.



**Minsthorpe**  
Community College

## Section A

# STATEMENT OF INTENT

Minsthorpe Community College believes everyone within the college should feel respected and valued. Respect is at the heart of Behaving the Minsthorpe Way (BE FAIR).

The safety & well-being of all are regarded as essential. Everyone within the college should feel safe from bullying and all forms of harassment due to discrimination because of race, sex, gender identity, gender reassignment, sexual orientation, age, disability, culture, religion or belief.

See Appendix 1 for explanations of types of discrimination.

## Section B

# AIMS OF THE POLICY

1. All staff (including teachers, associate staff and governors) share an understanding of what is defined as “bullying”.
2. All staff share a consistency of response to bullying.
3. Immediate action is taken to intervene, whenever a bullying incident occurs.
4. Staff and students recognise the benefits of taking a stand against bullying.
5. Governors, parents and other members of the local community are aware of Minsthorpe's policy on bullying.

## Section C

# DEFINITION OF BULLYING (as given by the Anti-Bullying Alliance)

‘Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

It can happen face to face or via cyberspace.’

See Appendix 2 for more detailed explanations of types of bullying.



## Section D

# PREVENTION OF BULLYING

The college works tirelessly in our bid to prevent bullying. Strategies include:

### 1. Education and Awareness Raising amongst our Students

The issue of bullying is dealt with at various stages through a student's time at Minsthorpe. The most obvious examples are:

- Transition Year 6 → Year 7
- L4L lessons
- Lessons such as Creative Arts, English and RE
- Assemblies

In other curriculum areas and P&A time, bullying is raised and discussed as is appropriate. As part of the college's SMSC and British Values provision, the P&A curriculum signposts students where to access help and support both in and outside of College.

On an annual basis students are encouraged to join the National AntiBullying Campaign and mark Safer Internet Day via assemblies.

### 2. Developing a culture of respect amongst students

In line with Fundamental British Values (FBV), Relationships and Sex Education (RSE) and the PREVENT agenda, students are encouraged to show respect for others and tolerance of others' views and values. The college's positive behaviour management policy 'Behaving the Minsthorpe Way' has RESPECT at its core. Conduct at social times is based around our ethos of CARE and students involved as spectators know they have a role to play, e.g. by reporting incidents to help create a safe place for all.

### 3. Vigilance and proactive work by all staff

Tackling minor incidents will reduce the occurrence of more major bullying. "Minor" incidents include name-calling; 'looks'; 'borrowing' equipment; spoiling another student's work; pushing at social times

#### Staff can give protection by:-

- Simply moving closer to those involved.
- Moving students within the classroom
- If necessary removing either the bully or the victim, depending on circumstances, away from the scene.



#### Staff can give support by:-

- a) Reassuring the victim, that staff can and will help.
- b) Comforting the victim.
- c) Removing the victim from the scene, e.g. by taking them to the Hub for First Aid, or using the nearest classroom or office.
- d) Offering the provision of “safe havens”, e.g. MAP Office; LLC; Social Areas; Student Support.
- e) Offering long term support in the way of assertiveness training; developing coping strategies.

#### 4. Training of all staff

New staff including trainees and Early Career Teachers are always made aware of our commitment to tackling the issue of bullying.

#### 5. Communicating with Parents / Carers

It is important that all parents understand the college’s response to bullying and share the college’s understanding of what constitutes bullying. A copy of this policy is therefore posted on the College website. Parents of Year 6 children are informed of the college’s anti-bullying strategy at the Induction Evening in June. If an alleged bullying incident is reported by a parent, it will be followed up with the relevant student by the CCTL as detailed in Section F below.

## Section E

### **IDENTIFICATION OF BULLYING**

It is the responsibility of all adults in college to keep students safe and to be vigilant to changes which may indicate bullying. See Appendix 3 for possible signs and symptoms.

## Section F

### **INCIDENT REPORTING, RESPONDING AND RECORDING**

1. Whatever the intensity of the bullying, staff should intervene.
2. The priority is to give protection and support to the victim.
3. Staff must make it clear to the bully that their behaviour is totally unacceptable.
4. Staff should make it clear to onlookers that bullying is intolerable.



5. All incidents, however trivial, should be reported to the relevant Cross Curriculum Team Leader (CCTL) via email.
6. If a serious bullying incident occurs in a classroom, when a teacher needs additional assistance, initially the Curriculum Team Leader (CTL), CCTL or Leadership Team (LT) via Classroom Assistance should be used.
7. When a serious incident occurs outside the classroom then:-
  - a) Intervention is vital and disapproval must be expressed.
  - b) The victim is given support and protection.
  - c) Names or recognisable features of those involved must be obtained.
  - d) The victim should be taken away from the scene.
  - e) Help should be obtained from the CCTL/Assistant Cross Curriculum Team Leader (ACCTL), Pastoral Support Manager or LT.
8. When an alleged bullying incident is reported to the Year Office by an adult in college, a parent/carer or a student, the CCTL will listen to the student, complete a 'Bullying Allegation Form' (see Appendix 4) and create an incident on CPOMS categorised as 'Bullying' and identifying the victim in the 'Student' section and the alleged bully in the 'Linked student(s)' section. This will alert the relevant staff members. The CCTL (or other) will take statements from the student and others as appropriate.
9. If there is evidence of bullying, the bully will be sanctioned in line with the sanctions ladder in Appendix 6. The sanction is recorded in the normal way on SIMs by the CCTL. Students will be sanctioned for incidents in college, whilst on college activities, including offsite learning, and en route to and from college, as they are considered to be representing the college at these times.
10. Support strategies will be put in place for the victims of bullying to ensure that the wellbeing of the student is closely monitored. These may include:
  - 5-minute early pass
  - Buddy system
  - Designated college areas separate from alleged bully
  - A 'safe haven' at social times
  - Support from an adult within college
  - Support from outside agencies
  - Time in Student Support
  - In extreme cases, the college would support the student in a managed move to another school.
11. We recognise that the importance of considering the motivations behind bullying and whether it reveals any concerns for the safety or wellbeing of the perpetrator. Where this is the case, we will put support strategies in place for the bully themselves. These may include:
  - Intervention from the Student Support Team
  - Support from an adult within college
  - Support from outside agencies
  - In extreme cases, the college would need to explore alternative provision for the student.
12. We take all allegations of bullying seriously and will rigorously investigate any incidents. However, if there is a lack of evidence or if there is contradictory evidence, supportive measures will be put in place as detailed in Appendix 6.



13. Following any serious incident, parents of both bullies and victims, will be made aware of the situation and of how their actions could help. The Year Office should involve parents at an early stage, whenever it appears that the bully/victim is becoming involved in repeated incidents.
14. In line with Part 1 of Keeping Children Safe in Education, when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern and reported to the Safeguarding Team via CPOMS. Similarly, the Safeguarding Team should be alerted in the event of peer-on-peer abuse, as detailed in the college's Safeguarding and Child Protection Policy. The Safeguarding Team may then decide to involve Social Services or other outside agencies to support the student.
15. Following support and/or sanctions by the Year Office, the completed 'Bullying Allegation Form' will be passed to Service Desk Admin who will co-ordinate a follow up with the victim two/three weeks after the reported incident. After meeting with the student, the clerical officer will then scan documents to allow CPOMS to be updated with details / outcome of that meeting. The CCTL will be informed via CPOMS if the bullying allegation has been being signed off or if the student feels the incident has not be resolved. If the bullying allegation is to be signed off, the form is passed onto Service Desk Admin to send out a letter to the victim's parent / carer (Appendix 5). If the student feels the bullying allegation has not been resolved, the CCTL will be informed via CPOMS to action. Once the bullying allegation form has been signed off and the letter has been sent out by Service Desk Admin. The form should be stored in the alleged victim's file. This event should be recorded on SIMS & CPOMS by the admin team with the letter attached to the student as a linked document.
16. Students must be aware of:-
  - Who they can contact to report issues.
  - How they can inform staff of bullying confidentially including the anti-bullying form on Firefly.
  - Who the eSafety coordinator is so they can get advice about staying safe online.
  - The importance of keeping evidence (even if it's upsetting to read).
  - Places where they can go to during social times, where they will feel safe.
  - Who they can contact for support at any time during the day
17. Specific guidance to staff in terms of understanding and responding to Homophobic, Biphobic and Transphobic (HBT) bullying is detailed in Appendix 7.
18. An example of how an individual member of staff can respond to a bullying incident is outlined in Appendix 8.
19. Our suite of online safety policies include further details about the reporting, responding and recording of cyber bullying incidents.



## Section G

# MONITORING & EVALUATION OF BULLYING INCIDENTS

Bullying incidents are logged on CPOMS. CCTLs and the Inclusion Manager are responsible for monitoring and evaluating bullying every half term as part of their pre-Inclusion Team Meetings.

The Assistant Principal (Safeguarding and Wellbeing) creates an annual report to evaluate the number and type of bullying incidents, this is shared with governors and where needed actions are put in place to tackle trends. The report to governors includes details of the number of successful resolutions of bullying allegations to show the impact.

We also monitor our effectiveness in dealing with bullying via Student and Parent Voice questionnaires and respond accordingly.



# Appendices

## Appendix 1 - Types of Discrimination

**Racism:** Valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.

**Sexism:** Valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions or attitudes that fosters stereotypes of social roles based on gender.

**Homophobia:** Valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.

**Biphobia:** Valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.

**Transphobia:** Valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.

**HBT (Homophobia, Biphobia & Transphobia):** Valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.

**Religious Discrimination:** Valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.

**Disablist Discrimination:** Valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.

**Classist Discrimination:** Valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This can not only impact on the individual but on their families and others perceived to be from the same group.

**Sexual harassment:** unwanted behaviour of a sexual nature which: violates your dignity. makes you feel intimidated, degraded or humiliated. creates a hostile or offensive environment.



## Appendix 2 - Types of Bullying

There are numerous different ways bullying can happen, which include, but are by no means limited to:

**Physical bullying:** physical bullying is intentionally causing pain or distress using physical actions. This can include things like hitting, kicking, punching or tripping up.

**Emotional bullying:** emotional bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating or intimidation.

**Cyber-bullying:** cyber bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general.

**Verbal:** verbal bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name calling and teasing.

**Indirect bullying** can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material.



## Appendix 3 - Identifying Bullying

Do not always dismiss 'horseplay', 'banter' or throw away comments students make to each other in the classroom or around college. All students have the right to feel safe and supported whilst in college.

Bullying could take place:

- On the journey to and from college;
- During lesson;
- At snack breaks;
- Via electronic means, such as text messaging or via social media.

Bullying can happen in a number of ways, be this direct or indirect.

- Verbal;
- Emotional;
- Physical;
- Electronically.

Instance of Bullying may involve:

- Sexist;
- Racial;
- Religious;
- Disability;
- Sexual Identity;
- Gender Identity.

There are signs and symptoms that all adults should be aware of; that may help you to identify that a young person is possibly a victim of bullying. These can include the following examples:

- Is frightened of walking to or from college alone;
- Change in their usual routine;
- Is unwilling to go to college;
- Truancy;
- Becomes withdrawn, anxious or lacking in confidence;
- Starts stammering;
- Threatens or attempts to run away;
- Irregular sleep patterns and/or nightmares;
- Feels ill in the mornings;
- Attainment drops;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Comes with torn clothes or damaged possessions;
- Has possessions which 'go missing';
- Is bullying other children and/or siblings;
- Stops eating;
- Is frightened to say what's wrong;
- Gives improbable excuses or situations above;
- Is afraid to use electronic media.



## Vulnerable Groups

Some students are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves.

For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These students may need more intensive support to develop strategies to deal with bullying.



## Appendix 4 – Bullying Allegation Form

Student Name: \_\_\_\_\_ P&A: \_\_\_\_\_

Member of staff reporting: \_\_\_\_\_ Date: \_\_\_\_\_

### Step 1 Allegation- Include who was involved-witnesses-Where incident happened-Time

|  |
|--|
|  |
|--|

### Step 2 - Action taken by Member of staff investigating - Please give details

Students spoken to

Names:

Statements taken

Please attach.

Parents contacted

Details:

Sanctions issued

Details

Support mechanisms put in place

Details:



**Step 3 - Report back to student making the allegation**

Does the allegation meet the Definition of Bullying (see section C) - Yes / No

Student informed of what action has happened since allegation - Yes / No

Date:

**Step 4 - Form to be passed to ADMIN/SFA.**

**Step 5 - SFA Review**

Name of Reviewer: \_\_\_\_\_ Date of Review \_\_\_\_\_

Student is satisfied College has acted - Yes / No

Have the actions supported the student? - Yes / No

Does the College need to put any more support in place? - Yes / No

Any other comments -

Following the review, the reviewer needs to report back to the CCTL:

- recommendations or
- Emailed CCTL NOT resolved and to start a new form.

**Step 6 - ADMIN ONLY:**

- Letter sent home (attach to SIMS linked docs)
- Log on CPOMS and scan/ attach all docs. (LOG recorded as Bullying Incident - see attached docs)



## Appendix 5 – Follow-up Letter to parents

Dear NAME OF PARENT

### **Be Safe Feel Safe at Minsthorpe Community College**

NAME OF STUDENT P&A GROUP

Your child, FIRST NAME, recently reported an incident of bullying which was acted upon by the Year Office. In order to ensure that FIRST NAME feels happy with the support given to THEM, a member of our Support for Achievement Team met with THEM to discuss how THEY are now feeling about the bullying incident.

We are pleased to be able to inform you that FIRST NAME has confirmed that THEY are satisfied that the college has acted, that the actions have supported THEM and that the College does not need to put any further support in place in terms of this bullying incident.

Please see the college website for further information <http://minsthorpe.cc/safeguarding-students-information/>. It is important to us that all students feel safe and happy at the College.

If you feel that the incident is not resolved, please contact the College.

Yours sincerely

NAME OF CCTL  
Year ??  
Cross Curriculum Team Leader

Mark Gilmore  
Joint Principal

Rachael Merritt  
Joint Principal



## Appendix 6 – Sanctions ladder

### Bullying Sanctions Ladder

All alleged bullying incidents will be investigated by the Pastoral Team. The appropriate level of sanction will be decided when the investigation is complete providing enough evidence if available. If needed External Agencies will be contacted. In some instances it may be necessary to move straight to level 2.

As well as sanctions for the bully, support strategies will be put in place for the victim to ensure that the wellbeing of the student is closely monitored.

| Sanction Level  | Type of Incident  |
|---|---|
| <b>Level 1</b> <ul style="list-style-type: none"><li>- Verbal Warning</li><li>- Contact Home if needed</li></ul>                  | Initial social fallouts   |
| <b>Level 2</b> <ul style="list-style-type: none"><li>- Sanctions including Detentions and MID Rooms</li></ul>                     | Bullying incidents proven after investigation                         |
| <b>Level 3</b> <ul style="list-style-type: none"><li>- Sanction by Suspension</li><li>- Raise at Inclusion Team Meeting</li></ul> | Further continuation of bullying incidents proven after investigation |

The college will investigate and where needed sanction reported bullying incidents that occur when students are involved in college activities, including offsite learning, and en route to and from College.

The college will also investigate and sanction any online or outside of college incident where the result impacts a student's education. Examples of this include refusing to attend College or feeling uncomfortable in lessons.

#### Unproven Incidents

We take all allegations of bullying seriously and we as a College will rigorously investigate any incidents, however, if there is a lack of evidence or if there is contradictory evidence, we will put supportive measures in place. These can be;

- Move of teaching groups
- Buddy system
- Designated College areas to separate from alleged bully
- Behaviour contracts
- Student Support intervention



## Appendix 7 – HBT BULLYING

### Guide to Understanding & Responding to Homophobic, Biphobic & Transphobic (HBT) Bullying.

#### What is HBT Bullying?

A targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity.

#### What can happen?

- Verbal, physical or emotional harassment including insulting or degrading comments, name calling, gestures taunts and insult or 'jokes'.
- Offensive Graffiti.
- Humiliating, excluding, tormenting, ridiculing or making threats towards others based on their, or their perceived Sexual or Gender Identity.
- The use of the word 'gay' in a derogatory way or replacing a negative word with gay e.g. 'those trainers are so gay'.

#### Top Tips for staff:

- To read and understand the college's Anti-Bullying policy and respond accordingly.
- Challenge all incidents, behaviour and language that occur, addressing these with the students.
- Actively encourage fellow staff and students to not be bystanders.
- Be calm and take your time when responding to incidents.
- Don't be afraid to ask questions to those involved.
- Ensure adequate time is given for reflection to all involved.
- Challenge the statements, not the young person.
- Highlight to the young people how they would feel should this language be used against them.
- To look at ways forward following on from the incident e.g.: a class discussion about language.
- Record the incidents on CPOMS for monitoring purposes.



## Appendix 8 – Staff Response

Your response will be dependent on the circumstance of the incident, the severity, who was involved, where it happened and what the intention was of the instigator.

The following is an example of a robust and positive response to a bullying incident, using an incident involving HBT language. However, the response could be similar for any kind of bullying or discriminatory behaviour.

|                              |   |
|------------------------------|---|
| Taking a College response    | In our college we treat everyone with respect and when you use the word 'gay; in a way to mean 'rubbish' or 'bad', it is disrespectful of lesbian, gay, bisexual and transgender people.  |
| Question what has been said? | <p>What do you think the work 'Gay' means? If unknown, explain this.</p> <p>Do you realise that what you said could hurt someone's feelings?</p> <p>Can you explain what you mean by calling that 'gay'?</p>  |
| Address and tackle           | Language like that is not acceptable. You might not think that word is hurtful, but many would.   |
| Make it Personal             | <p>I'm not happy with what you have said. Homophobic language upsets me. I don't want to hear it again.</p> <p>What you have said really disappoints and upsets me.</p> <p>It's really important to treat everyone with respect, and that's why it's wrong to use homophobic words.</p> |

Once the incident has been dealt with accurate incident reporting and recording is important as detailed in Section F above.



## Final Section

# Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender identity and religion/belief.

## Policy Review Schedule

| Policy last reviewed: | Due for next review: | Role Responsible:                          |
|-----------------------|----------------------|--|
| Autumn 2021           | Autumn 2023          | Associate Assistant Principal<br>(Post 16) |

Bullying is not tolerated at Minsthorpe Community College. This document is regularly reviewed and expands on the policies and procedures outlined in the Code of Conduct, Behaviour and Discipline Continuum Document and eSafety policy.

Staff responsible for leading the review of the document:

- Janet Blackburn & Barbara Mawtus, September 2000 and July 2001
- Key Stage 3 Team, Autumn 2006
- Sarah Adams, July 2008
- Kimberley McGowan, July 2009
- Richard Yates and Richard Pool, July 2012
- Rachael Merritt, January 2016
- Rachael Merritt, June 2017 (following external review of policy by Barnardo's as part of LGBTQ review May 2017)
- David Lloyd, October 2020
- David Lloyd, October 2021

