# Anti-Bullying Policy

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<tr>
<td>Owner</td>
<td>Luke Fuller</td>
</tr>
<tr>
<td>Author</td>
<td>Justine Mountford</td>
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## Revision log (last 5 changes)

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<tr>
<td>July 2019</td>
<td>1.1</td>
<td>Addition of appendix 1 and 2 (anti-bullying contract and 'circle of friends’ activity)</td>
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<tr>
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Definition of bullying

At Uplands Community College bullying is:

- deliberately hurtful behaviour,
- repeated over a period of time,
- and upsetting to the person that it is happening to.

It can cause emotional or physical hurt, and someone may be targeted because of their race, religion, gender, sexual orientation, or any other aspect such as appearance or disability.

Uplands Community College is a ‘telling school’. Students, parents and staff are all encouraged to report any behaviour that makes them suspect that bullying may be taking place.

Bullying can take many forms including:

- Physical assault;
- Teasing;
- Making threats;
- Name calling;
- Cyber bullying.

In its most extreme form bullying could be considered to be peer-on-peer abuse. This would result in a safeguarding concern. This is likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.

Aims

The aims of this policy are to protect the young people at Uplands Community College from being bullied and to educate those that may bully so that they no longer do so. In order to achieve these aims we will:

- Increase awareness and to encourage each other to report concerns regarding bullying and peer-on-peer abuse;
- Provide protection, support and reassurance for people who have been affected by bullying;
- Develop the self-confidence and self-esteem of all students;
- Educate students so that they know how to respond to effectively to bullying situations;
- Promote an anti-bullying ethos amongst the whole College community, including online;
- Involve students in the prevention of bullying by enabling them to talk to staff members if they are concerned that someone at the College is being bullied.
How do we deal with bullying at Uplands?

College ethos

Bullying in any form is unacceptable. It will be taken seriously and dealt with promptly.

Student responsibilities

- To inform a member of staff if they are worried about other members of the college community;
- To respect the local community and those who live in it;
- To take part in discussions, when appropriate, about serious issues such as, self-harm, racism, homophobia, sexual assault, sexism and to approach those discussions with care and consideration;
- To be respectful to all members of the Uplands community;
- To model the values we believe in;
- To treat everyone on the internet with respect and to report those who do not do so to a member of staff;
- To refrain from getting involved in virtual, or actual arguments.

Staff responsibilities

- To follow the anti-bullying policy and support students in need
- To model the values we believe in
- To enable students to feel confident when reporting an incident of possible bullying
- To investigate incidents promptly and effectively
- To take appropriate action such as referring to Tutors, Pastoral Leaders, or SLT as appropriate
- To record any incident of bullying on SIMS
- To challenge any bullying type behaviour and any discriminatory language

Curriculum

During Ethics and Tutor periods, students are taught to be assertive, considerate, and confident. Work is also done to raise awareness of bullying issues in college and online.

Literature, drama, visiting speakers and assemblies are just four examples of places in the curriculum where bullying may be raised, discussed and explored in more detail. It may be appropriate to do some deliberate extra or specific work for whole groups in response to incidents at times.

Students are also educated about bullying in tutor time and in assemblies.

Incident management and reporting (first time)

Bullying will be dealt with quickly and fairly. Students can report it to any member of staff.
Contact with parties involved will be made in all cases of bullying, but staff should seek to establish facts in a ‘no blame’ culture.

If the MOS feels confident he or she will go through the ‘Reporting Hurtful Behaviour Questions (RHQ)’ with the student. A written record of the student’s answers will be made as the student talks to the MOS. The record will be dated and both the student and the MOS will sign it.

The paper will then be given to a member of the pastoral team. These actions must be completed within 24 hours of the student first speaking to the MOS.

If the MOS does not feel confident he or she will accompany the student to the pastoral team. At a later time, refresher training will be given in using the RHQ.

The pastoral team will then follow the No Blame Process.

Incident management and reporting (subsequent times)

If the unkind behaviour persists the pastoral team will follow the consequences stated in the Kind Behaviour Contract. The severity of the consequence will depend on the nature of the contract breach. In all cases a letter will be sent home and it will be recorded as an incident of bullying on SIMS.

When judging how serious a contract breach is the feelings of the affected student will be paramount. The student should be asked to scale the impact of the behaviour on his or her well-being.

Scale of impact exercise

<table>
<thead>
<tr>
<th>Scale of impact</th>
<th>Consequence</th>
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<tr>
<td>0. The behaviour has not affected my well-being</td>
<td>Not bullying – doesn’t meet the definition. No consequence under this policy.</td>
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<tr>
<td>1. The behaviour has made me feel a little unhappy or distressed but has not changed my behaviour.</td>
<td>A low-level consequence – break or lunchtime detention for example.</td>
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<tr>
<td>2. The behaviour has made me feel quite unhappy or distressed but has not changed my behaviour, or has had a small impact on my behaviour.</td>
<td>Low to medium level consequence – break or lunchtime detention, or 30 minutes after school.</td>
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<td>3. The behaviour has made me feel significantly unhappy or distressed and has had a significant impact on my behaviour – eg, I avoid parts of the school, I have stopped seeing some of my friends, I have changed my journey to school.</td>
<td>Medium-level consequence – 30 minute to 2 hour after school detention.</td>
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<td>4. The behaviour has had a serious impact on my well-being. I sometimes do not want to come to school and it can make me feel ill, or affect my sleep.</td>
<td>High-level consequence – Saturday detention or time in the Refocus Room to give respite to the person affected.</td>
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<tr>
<td>5. The behaviour has had a very serious impact on my well-being. I do not want to come to school most days. My sleep is very disrupted and I feel anxious or frightened a lot of the time.</td>
<td>High-level consequence – Refocus room, fixed term or PEX, possible managed move.</td>
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**Other Responses**

We will act in a proactive manner to support the victim and re-educate the perpetrators. These interventions will be used when there is a concern that the perpetrators are likely to continue using bullying behaviours, or where we have identified that the victim is likely to be targeted again by the same person or group of people or a different person or group of people. In these situations we may use a selection of the interventions below in addition to the No Blame Approach.

- Assertiveness training (victim);
- Circle of friends (victim and / or perpetrator)
- Counselling (Tutor, Head of Year, SLT, college Counsellor);
- Involvement by external agencies;
- Monitoring by Tutor/Head of Year;
- Peer support/peer mentoring
- Return to ‘Best I can be’ behaviour Contract – see Good Behaviour Policy 2019, appendix eleven;
- Use of Community Service;
- Liaison with parents/guardian/social worker;

Sanctions/support will be used as necessary. The seriousness of the incident/whether bullying is persistent or an isolated occurrence will have impact on which stage of Uplands’ behaviour procedure system is applied to the perpetrator.

**Monitoring and evaluation**

The Head of Year will be responsible for monitoring, reviewing, and updating lessons and resources used in the tutorial programme.

The Assistant Principal and Principal will monitor the number, type, and results of incident, in liaison with Head of Year, and can be consulted for advice. The number of incidents, and type of bullying incidents will be reported at Full Governing Body meetings.
Appendix 1 – No Blame Approach to Bullying – Adapted from George Robinson and Barbara Maines

It is a simple 6 step process that has the following four essential ingredients:
- The absence of blame
- The encouragement of empathy
- The sharing of responsibility
- Solving the problem together

**Step 1 - Talk with the victim**
A member of the pastoral team talks to the person (person A) who has been bullied to establish the impact that the bullying has had on them. In this meeting the staff member will establish what has happened, when and to whom. Person A will also explain the impact that the behaviour is having on them, The five-point scale should be used. The member of staff (MOS) will use the ‘Reporting Hurtful Behaviour Questions’ to establish what has happened.

**Step 2 – Talk to the alleged perpetrators (person or people B)**
The MOS will talk to person or people B, individually initially. It will be made clear that they are not in trouble, but they are there to help stop someone at the college feeling unhappy. The MOS will listen to what they have to say and explain how person A has been feeling. The conversation with person B will start with the phrase,
- “I think that <Name> has been feeling unhappy about something recently, can you tell me anything about that”
- If Person B is forthcoming it may be necessary to start to share some of the information that Person A has divulged.
- During the meeting the MOS needs to ensure that Person B is able to explain the story from his or her point of view.

**Step 3 – ask for help**
Usually Person B will be able to explain some of the unkind things that have happened to Person A, even if he or she does not accept that they have been involved. They should then be asked what they think they can do to make Person A feel happier. Most children will be able to make a positive contribution at this point. They should be encouraged to use “I will” statements They will tend to suggest things like:
- Smile at Person A and say hello
- Stop calling Person A names
- Invite Person A to join my group of friends
- Block Person A on my mobile so that I will not be tempted to say anything mean again
- Say sorry to Person A and promise that I will treat person A with respect in future
- Sit next to person A in lessons
- Stay away from person A and avoid all contact

This system works best if the suggestions genuinely come from the student. The MOS can guide the student if the student is finding the process difficult.
Step 4 – agree a contract
Remind Person (or People) B that the definition of bullying is;
• Deliberately hurtful behaviour
• Distressing to the person it is happening to
• Repeated over a period of time
Point out that if Person (or People) B were to treat Person A badly from this point then it would be bullying. Explain to he/she/them what sanctions will happen if the behaviour is repeated and ask them to sign a contract about how they will behave in future. The contract should also list the possible sanctions.

If the incident was a serious one then a copy of the contract should be sent home to their parents. The number given on the scale of impact exercise will help with this decision. Ensure that the student(s) know that this is the case. Warn the students that if the behaviour does not stop a letter will be sent home to say that they are bullying another student and it will be recorded on their behaviour record.

Step 5 - meet Person A again
A week later, check in with Person A to see how things are. If things are OK, say that you will check with them again in a month. If things are not OK, find out if the contract has been broken and if it has, take appropriate action.

Step 6 – restorative meeting
If possible, bring all the parties together. If there is more than one person involved in being unkind, make sure that Person A has at least one friend with him or her. This meeting should only happen if;
• One side, or both, have admitted wrong-doing and agreed to change his or her behaviour.
• All the students concerned agree to the meeting.
• The MOS has pre-met with the students and knows what they will say. They have expressed regret and agreed to apologise. Students should never be made to apologise. Before the meeting, the MOS needs to have agreed with the students who will speak first and what they will say. If possible, the meeting should end with the students shaking hands.
### Appendix Two – Reporting hurtful behaviour questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought about since?
4. How have you been affected by what happened?
5. Was anyone else affected?
6. How do you think they’ve been affected?
7. What about this has been the hardest for you?
8. What do you think needs to be done to make things as right as possible?
9. On the scale of impact, how do you think that this behaviour has affected you?
Appendix 3 – Step Two Conversation Starter - to be used with the students who are accused of bullying behaviour.

Print off several copies of the conversation starter and laminate them. The Reporting Hurtful Behaviour Questions should be on the back of the No Blame Meeting Conversation Starter. All tutors, Heads of Year and the Pastoral team to be given a copy and training on how to hold the Reporting Hurtful Behaviour and No Blame conversations. MOS should keep notes of the conversation as they discuss the situation with the young person. The notes must be dated and signed.
Appendix 3: Kind Behaviour Contract

Uplands Community College Kind Behaviour Contract

I know that <name> does not like it when:

• List the agreed unkind things that have been happening

In future I agree that I will:

• List the things that the student said they would do in the No Blame Meeting

I understand that if I am involved in any unkind behaviour towards <name> that the school will consider that it is bullying because it will be:

• Deliberately hurtful behaviour
• Repeated over a period of time
• Upsetting to the person that it is happening to

If I am unkind I know that there will be consequences. I understand that these consequences will involve one or more of the following:

• A letter being sent to my parents to tell them that I have been involved in bullying another student
• My behaviour record will show that I have been involved in bullying
• I may get a detention, up to and including a Saturday morning detention
• I may spend time in the Refocus Room to consider how I can put things right
• In more serious situations I know that I could have a fixed term, exclusion, need to have a respite placement in another school, a school-to-school transfer, or even a permanent exclusion.

I recognise that Uplands is working with me to prevent any of these consequences happening and I take responsibility for my behaviour. I intend to act with kindness and empathy towards other members of our community.

Student’s name/signature: ............................................. Tutor group: ......................

Member of staff signature: ............................................. Date: .................................
Appendix 2: Circle of Friends activity

Format:
Student (victim and / or bully) to choose friends they want to be closer to, or with whom they are struggling to maintain friendships.
1. Approach the students chosen and tell them that they have been chosen – explain a little about what a circle of friends is, who chose them, why the circle is needed – those three things need to be agreed with the person at the centre so you don’t make them vulnerable – ask them if they would like to be in circle.
2. Organise a first meeting – at the meeting establish some ground rules – confidentiality, how often you will meet (usually once a week at first), what you will discuss and why, also need a rule about telling the truth and not being offended when people tell the truth. If possible, get the group to agree some breaks or lunchtimes when they will be together, or some other way of providing companionship to the person at the centre at break and lunch.
3. Depending on the students – if they find talking difficult, time given to some activities/games, or time to meet and talk about what has gone right / wrong that week / hopes and fears / successes / disappointments. Also ‘what would you do if...’ scenarios – or how to handle things that have happened differently when something has gone wrong