



**DAWLISH
COLLEGE**

Dawlish College – Anti-Bullying Policy

Adopted by the Governors of

Dawlish College

September 2022

The aim of the Dawlish College Anti-Bullying Policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of our community should have an understanding of what bullying is and be familiar with the college policy on bullying: therefore the aim of the policy is to help members of the college community to deal with bullying when it occurs and, even more importantly, to prevent it.

Dawlish College is committed to providing a caring environment for all students so they can experience college life in a secure and safe environment. Bullying of any kind is unacceptable at our College. If bullying does occur all students should be able to tell someone and know that incidents will be dealt with promptly and effectively according to these guidelines. Bullying can affect everyone, not just those directly involved but those who witness incidents. No one person or group whether student, staff or any other adult have to accept this type of behaviour.

This Policy, aimed at students, parents/carers, staff and governors, outlines types of bullying, how bullying can be recognised and the methods used to support victims in dealing with issues as effectively as possible. However, on occasions and at our discretion, it may be necessary to deviate from the Policy, given the individual circumstances.

Bullying can be described as

- Deliberately hurtful behaviour usually repeated over a period of time.
- An imbalance of power which often results in a person feeling unable to defend or protect themselves.
- A conscious desire to hurt another person placing them under stress/duress.
- Refusal to recognise responsibility for clumsy social interaction.

Examples of unacceptable behaviour include:

Physical - Punching, kicking, spitting, tripping, biting, hitting, pushing and any other uninvited physical contact and theft.

Emotional/Psychological- Being deliberately unfriendly - ostracism - leaving someone out of conversation/activities, threatening gestures, tormenting, theft, hiding or damaging personal belongings, spreading rumours. Most students involved in bullying will experience emotional distress to some degree.

Verbal - Spreading rumours, name calling, sarcasm, verbal threats (including messages sent by email, text, social networking). Direct calls using mobiles or landlines including anonymous calls.

Cyber - Unacceptable use of technology to intimidate, threaten, harass or frighten typically via email, texts, social networking sites eg Facebook, Instagram, Snapchat, mobile phone (including camera/filming facility) both on and off College premises and outside College time.

Sexual - Gender related: Sexually abusive comments, up-skirting, unwanted or inappropriate advances, gesture or contact of a sexual nature. Inappropriateness/invasion of personal space designed to threaten, humiliate or coerce. Inappropriate use of webcam/camera facilities, filming, sexting, altered images. Comments against pregnant students.

LGBTQ+ (Lesbian, Gay, Bi-sexual, Transgender) related - Anything related to negative student perception of themselves and their sexual orientation including transsexuality and gender reassignment issues

Racist - Any action or remark about ethnicity, religion, culture, racist taunts, threats or gestures.

Gifted and Talented - Negative references based on perception of high level of ability or effort regarding high achievers

SEND - Negative stereotyping, students are excluded from activity or subject to discrimination, treated less favourably than others, physical/mental health issues leading to discrimination

Friendship issues/Bullying

Bullying is not falling out between friends after a disagreement, quarrel or argument (though in some cases this can lead to bullying). Bullying behaviour is not teasing between friends without intention to cause hurt. Coercion / persuasion can be subtle and result in pressuring to do something they don't wish to. Friendships are complex and occasionally there are changes to friendship groups that can be temporary or permanent. It is worth bearing in mind that some issues experienced by students are sometimes done without deliberate intention, that is a person has not realised how damaging their comments, use of language or actions have been.

Students who are or think they are being bullied should

- Tell someone straight away 'If you want it sorted, get it reported'
- Be heard and understood
- Be proud of who they are – it's good to be an individual.
- Remember – it's not their fault.
- Try not to retaliate, this can make the situation worse.
- Be assertive and walk away.
- Be confident in the College's ability to deal with the situation.
- Keep a record of the incident.
- Be offered support during and after the incident to be helped to seek solutions and feel empowered throughout the process.

Observers, witnesses, and bystanders should

- Take action, keep yourself safe, get help.
- Not stand there watching, as this makes the person being bullied feel worse. It can appear that you are siding/encouraging the bully.
- Report what you have seen to an adult
- If asked to write a statement – be honest and clear.

Students who engage in bullying behaviour should

- Be heard and understood.
- Be enabled to understand the other person's point of view or situation.
- Be helped to learn to behave in an appropriate way so no further harm is caused.
- Have learning programmes and opportunity to develop their emotional skills and knowledge
- Be aware of any necessary sanctions that may need to be imposed working in conjunction with parent/carers.

The whole College community should

- Challenge any behaviour considered to be of a bullying nature.
- Be clear about the anti-bullying stance the College takes.
- Celebrate the success of our anti-bullying work.
- Ensure that all members of the College community understand their role in challenging and reporting bullying incidents and the rights of every individual to feel safe.

Parents/carers should

- Note any unusual behaviour and unexplained illness.
- Remain calm.
- Inform staff (welfare team) of any concerns.
- Advise young person not to fight back or retaliate.
- Explain to young person that the situation is not their fault.
- Reassure the young person that they will be listened to and supported.
- Play their part in regulating their son/daughter's behaviour when not on College premises or in College time including monitoring of use of social media.
- Recognise the impact that such behaviours have within the learning community.
- Work collaboratively with College staff to resolve any issues that impact on learning in a negative manner

How the College promotes anti-bullying messages

- Assemblies
- Co-Curricular grouping – trusted/known adult
- core curricular sessions & PHSE drop down days
- Subject areas, eg English, Drama, IT, Art, RS, History,
- Student Voice
- Designated staff
- Student Leadership –Anti-Bullying team; Buddies

Dealing with bullying

Instances of bullying vary immensely and are therefore dealt with on an individual basis, supported by evidence that is available. Where possible Staff will endeavour to find firsthand evidence that backs up the allegations, allowing the issue to be dealt with quickly and avoiding any further unnecessary distress for victim

Guidelines for Mediation

- The member of staff witnessing or being told about the incident(s) should inform key staff, bearing in mind the immediacy of certain situations and collate names of possible witnesses.
- Staff should be aware at all times of child protection issues.
- Confidentiality should not be promised.
- The welfare team will then decide, as to whether the incident can be classed as bullying or not and follow the behaviour policy including sanctions where appropriate.

When interviewing the students, staff will

- Listen objectively to what is being said.
- Encourage students to share what they are feeling.
- Ascertain who has been involved, including bystanders
- Discuss with the victim(s) what they would like to see happen and arrangements for the future.
- Offer coping/preventative strategies if appropriate.
- Discuss reparation/compensation if property has been damaged/destroyed.
- Set a realistic timescale for investigating and reporting back to the victim(s) if appropriate

The following approaches may be used as appropriate

- Trying not to apportion blame, but rather approach the students in a non-confrontational manner with the emphasis on problem solving.
- Explaining you would like to talk to the students(s) as you are aware the student has been unkind to/causing problems for (name of victim). Asking the student(s) if they know how (name of victim) is feeling right now.
- Explaining that the bully(ies) bystanders are responsible for those feelings and this is not acceptable.
- Asking for suggestions to help the victim(s) feel better and to help solve the problem.
- If appropriate, arranging to see students again to see how things have improved.
- Contacting the parents/carers of those students involved, if appropriate.

Reported incidents will be fully investigated, and appropriate sanctions will be used. This includes suspensions. If it is considered appropriate a meeting between students can be used as a restorative measure and this will be chaired by a member of staff.

Parents/carers will be informed and the incident will be recorded.

In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of the college to attempt to resolve such issues internally using our own disciplinary sanctions, unless the matter is of such gravity that a criminal prosecution is likely.

The Behaviour Policy states that the sanction for an incident of bullying is being internally isolated in the unit for an agreed period of time, either curriculum or social time. Repeated

incidents of bullying, however, will result in a suspension being issued at the discretion of the Head of College.

It is acknowledged that bullies may have complex reasons for their behaviour and may well need help. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All students deserve the opportunity to be helped to understand what acceptable behaviour is. Students are educated through curriculum time to raise awareness, with discussions of differences between people and the importance of avoiding prejudice.

Examples of support that may be used for students include, Peer mentoring; Peer mediation; Buddying; Befrienders; A class change after discussions with all involved; support from external agencies, eg NSPCC, Childline, Kooth.com, Young minds, Young Devon etc, Circle of Friends/Social Skills workshops; restorative work; 1:1 sessions with welfare officer, report, inclusion/bespoke timetable, counselling.

Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, appearance, lacking concentration or truanting from school. All members of the community must be alert to the signs of bullying; Staff should act promptly and firmly against it, in accordance with college policy.

This is written together with the behaviour and child protection/safeguarding policy and will be reviewed annually and in collaboration with staff, students and parents.

Sept 2022

