



Anti-Bullying Policy

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1. Introduction

This document outlines UCC's Anti-Bullying policy. It applies to all adults, including volunteers, working in or on behalf of the school. Everyone working in, or for our school, shares an objective to help keep children and young people safe by:

- Providing a safe environment for children and young people to learn in education settings
- Ensuring that all reports of bullying are followed up according to school procedure
- Ensure that all reports of bullying are treated with sensitivity and in-line with the school expectations
- Ensuring that all students and young people receive consistent educational messages about bullying and its effects

We will ensure that parents and our partner agencies are aware of our anti-bullying policy by:

- ensuring that it is on the school website
- raising awareness at initial meetings with parents of new students and at parent/teacher meetings

The policy will be reviewed annually as a minimum, unless an incident or new legislation or guidance suggests the need for an earlier date of review.

Aims of the policy

This policy aims to outline how UCC will:

- Promote a positive school ethos where children can learn, feel secure and be safe
- Ensure that appropriate action is taken in a timely manner to follow-up reports of bullying
- Promote safe practice and challenge poor and unsafe practice
- Promote positive relationships through respect
- Take appropriate action when responding to reports of bullying, abuse or intimidation
- Develop a consistent approach to dealing with incidents of bullying which is shared with and understood by the whole school community.

2. Legislation and statutory requirements

This policy enables UCC to carry out our functions with a view to promoting positive behaviour and addressing bullying concerns, in line with the following guidance:

- [Schools and Education – GOV.UK](#)
- [Education and Inspections Act 2006 – Section 89 Subsection 1b](#)

3. Definitions

As stated in [Schools and Education – GOV.UK](#), bullying has no legal definition. It is recognised however with the following indicators:

- Repeated
- Intended to hurt someone either physically or emotionally
- Often aimed at certain groups, for example because of race, religion, gender or sexual orientation

Bullying is also defined through the following forms:

- Physical assault Teasing
- Making threats
- Name calling
- Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Child on Child abuse as outlined in the Child Protection and Safeguarding Policy.

Appendix 1 highlights the types of recognised ways of bullying.

UCC Students, through student council meetings, have chosen to define bullying as the following, which is outlined in their anti-bullying charter as seen in Appendix 2:

- **DEFINITION OF BULLYING:** An abuse of power by at least one person, through repeated hurtful, aggressive or provocative behaviour, intentionally causing emotional or physical harm to another person

4. Principles and Statement of Intent

Anti-Bullying arrangements in the school are underpinned by the two key principles:

- That all students should be free to attend school without the fear of bullying or intimidating behaviour
- All students are aware that all incidents of bullying will be treated seriously and action will be taken, where necessary, to resolve the concern and support those involved

These principles guide the schools statement of intent.

Bullying is a form of anti-social behaviour that has no place in this College.

As a school we value and aim to promote good relationships through mutual respect between all members of the community. We are against bullying and any form of behaviour which would infringe the rights and freedom of individuals.

We actively promote an anti-bullying policy throughout the curriculum, both formally and informally. Bullying, abuse or intimidation of any sort is, therefore, contrary to our shared values.

Students and parents are urged to make staff aware of any incidents of bullying. All incidents will be treated seriously and appropriate action taken.

5. Roles and Responsibilities

5.1 - STAFF

Staff vigilance is the most powerful deterrent against bullying. Children and young people who bully will then know that it will be dealt with, and the victims of bullying will have confidence for the same reason. It is therefore important that at UCC, we create a culture and communication network where children and young people are easily able to confide to staff if they are being bullied.

Staff are encouraged to use the procedures outlined in our bullying incident flowchart.

5.2 – STUDENTS

Students are encouraged to report any incidents of bullying. Students are regularly educated that if UCC staff are unaware of incidents of bullying then they are unable to act and resolve the incident swiftly.

5.3 – PARENTS AND CARERS

Parents and carers are encouraged to report any concerns or incidents of bullying. Incidents in the first place should be reported to the form tutor. If the form tutor is unavailable then reporting incidents to the PDC is advisable at this stage. In some serious cases, parents may need to speak to the Progress Leader. If this is the case, they will be signposted this way by the form tutor or PDC.

6. Follow-Up Procedures

1. All instances of bullying must be reported to the Tutor, Progress Leader, or PDC. This can be reported verbally or through the behaviour coding on SIMs:

C3 – Severe Behaviour Incident (Bullying).

2. Investigation of the incident will be undertaken by the Progress Leader, PDC or SLT member. All involved will be spoken to and a written statement of their account will be requested. An informal log of the incident will be kept at this stage and filed accordingly.

3. Incidents which do not prove to be incidents of bullying will be dealt with through the application of normal school sanctions such as: a caution, phone call home, consequence, loss of free time etc. Other policies such as Behaviour Management Policy, Safeguarding, Exclusions, Inclusion and Race Equality may be used.

It is paramount that reconciliation between the parties is sought and overseen by a member of the PDBW team.

4. Incidents of bullying will be dealt with as follows:

- A record of the incident logged on student's profile on SIMs
- A formal letter will be sent home explaining the incident and outlining the expectations of the student's behaviour
- A behaviour agreement may be used if the behaviour is persistent
- A second incident involving the same student will result in that student, his/her parents, the Assistant Principal, meeting where the student will be asked to explain their behaviour at this point
- Any more incidents of bullying and the student, his/her parents and the Principal, meeting to discuss the behaviour
- Continued incidents of bullying from a student will most likely result in a fixed term exclusion from school
- Follow up systems are put into place to ensure that the bullying has not re-started and that the victim feels safe in and around school
- All incidents of bullying will result in the application of school sanctions, which will include school behaviour sanctions
- Everyone is responsible for reporting incidents of bullying including school staff, parents and by standing students
- If a criminal offence has been committed it may result in informing the police
- Support for the victim will be offered such as: 1:1 peer or staff mentoring, counselling, identified outside agency involvement
- Intervention to address bullying behaviour for the perpetrator may include: 1:1 mentoring, counselling, identified outside agency involvement.

7. Profile Raising

The issue of bullying will be explored and challenged across the school in a number of different ways including:

- Anti-Bullying Week (November)
- Personal Development Education (PDE)
- Year Assemblies
- Discussions with the Student Council
- Parent Questionnaire
- Student Questionnaire
- Student Anti-Bullying Charter as agreed by the student body, via the student council.

8. Bullying and Disability

Students with disabilities are at risk of having their body language and behaviours misinterpreted by other children and young people whilst out in the community. Ultimately, this can lead them into difficulties as others may focus on their differences, or react to the individual's odd behaviours. The following behaviours

are identified as indicators that **could** lead young people with disability into situations of confrontation with other young people.

- Rocking
- Staring at other people who interest them
- Answering questions in the 'wrong way'
- Standing too close to other people.
- Muttering or talking to other people
- Picking their noses in public
- Not being able to walk away when someone wanted to argue with them

It is important to note that an individual's behaviour at school towards another student may be rooted in their disability rather than a deliberate intent to bully them. For the individual who is on the receiving end of unwanted behaviour the result may be the same regardless of the intent. The school will take a balanced approach in dealing with such incidents so that all students are supported as appropriate.

9. Strategies

- Incidents of bullying reported to the school which occur AT ANY TIME and ANYWHERE will be acted upon and investigated in the same way
- Break, lunch, before and after school times are fully supervised by staff and SLT. Along with designated quiet places for students to read and chat in a calm environment. Activities are also supervised fully which take place during lunch time and after school. There are designated areas for different age groups to socialise and feel comfortable and safe.
- All staff receive annual training on behaviour management. This is a positive whole school system which focuses on personal good behaviour and that shown towards others.