

# UTC South Durham Preventing Bullying Policy



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<b>Approved by</b>	Governing Body
<b>Signed:</b> (Principal) 	<b>Date:</b> 13 October 2023
<b>Signed:</b> (Chair of Governors) 	<b>Date:</b> 13 October 2023

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<b>Responsibility</b>	Principal, Director of Student Wellbeing

## 1. Policy objectives

Here at UTC we are a community with a core value that everyone deserves to be treated fairly, with care, respect and understanding. In conjunction with this, we recognise that the quality first teaching, assessment and monitoring are essential ingredients in producing high standards of learning. We work collaboratively with parents/carers and other agencies. We value all members of our school community as unique individuals. We are a community, which promotes respect, consideration, responsibility, loyalty, honesty and fairness. We provide an environment where success is celebrated across the whole community by cultivating self-belief, self-confidence and self-esteem.

The UTC is a Stonewall School Champion and as such, we welcome its duties under the Equality Act (2010). The Equality Act establishes 9 protected characteristics which apply to schools. The first 7 characteristics apply to pupils:

- Disability
- Race
- Sex
- Gender reassignment
- Pregnancy and maternity
- Religion or belief
- Sexual orientation
- Marriage and civil partnership

### **Public Sector Equality Duty (2011)**

The UTC has paid due regard to the need:

- **to eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under this Act
- **to advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- **to foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

Our commitment is to:

- Ensure that students are aware of the Preventing Bullying Policy and to enlist their support and raise their awareness in lessons and around the UTC
- Ensure that students know who they can turn to if they have a concern about bullying. Encourage students to talk to staff about their concerns and reassure them they will always be listened to and kept safe.
- Seek to bring about the situation in which students themselves actively discourage bullying and view reporting of incidents as taking responsible action
- Ensure that staff are alert to the possibility of bullying taking place, eg via pastoral team meeting discussions, sending memos to staff, and making sure CPD opportunities are available to all staff
- Ensure that our business partners are aware of the policy and that they know who to report any concerns to. Ensure that students can report any concerns following visits or placements to partner businesses.
- Ensure that students are not left completely unattended in corridors or classrooms and that staff are in the vicinity (eg duty staff). Ensure that staff

moving around the UTC regularly check the toilets, stairwells/corridors and discourage students from congregating in these areas.

- Ensure that good communication is maintained when monitoring and managing bullying. We will ensure effective communication with parents and between pastoral and curriculum staff.
- Whilst on duty ensure that staff are on time, that students are in allocated areas/rooms and that a positive presence is maintained. If staff know they are going to be away ensure they arrange to swap duties with someone else.
- Ensure that the teachers model non-bullying behaviour: methods of teaching and control do not endorse bullying tactics
- Ensure that there is an emphasis on positive expectations of student behaviour
- Ensure that staff are on time for lessons and are well prepared
- Ensure that if students or parents report bullying, the report is listened to, taken seriously, and appropriate investigations made and appropriate strategies put in place
- Following investigations, the outcome is made known to those involved and the situation monitored closely following the incident, eg this may include daily meetings if appropriate.

## **2. Consultation process**

We aim to consult with students, staff (teaching and support staff), parents/carers and Governors to ensure they can talk openly about their thoughts and feelings about bullying. This primarily occurs through student, parent and staff surveys and an open-door policy with the student support team.

The policy will be available to all staff. It is the responsibility of all staff to understand the policy. It will be communicated with all our partner businesses who should ensure that their staff understand their responsibilities.

## **3. Practice and procedures**

### **3.1 Dealing with bullying on the UTC premises**

Staff are trained and expected to report all bullying behaviour; they do this on CPOMS and usually also verbally with the student support team. There will be effective monitoring, recording and analysing of the frequency and nature of bullying via the use of CPOMS being completed and recorded.

Regular whole UTC surveys (students, staff and parents) will be undertaken to identify key issues in this area. Feedback on action taken will be provided to students eg in briefings, Mentor and Crew time. Clearly, staff and students need to be aware of how to deal with the incidents of bullying that occur.

All students are issued with information and advice about bullying eg in briefings, Mentor and Crew time and within the PSHE programme. Staff are aware that incidents of bullying in classrooms (eg verbal abuse including that with sexual, racist and homophobic content) must always be challenged and never ignored. They are aware that incidents of bullying must be reported as soon as possible so that incidents are dealt with promptly. Staff must be calm and consistent in their approach. All staff must ensure the immediate safety and well-being of those being bullied.

In addition the UTC will:

- Regularly review and reinforce the UTC's approach to preventing bullying at pastoral meetings, training days etc
- Offer a LGBT Peer Support Group, facilitated by Humankind
- Explore students' understanding of the use of homophobic language, sexism, issues of difference/diversity through the curriculum (including PSHE programme)
- Ensure the environment is well supervised
- Ensure students are listened to and that there are opportunities for them to express their views and opinions – within the curriculum and through the Pastoral Team
- Explore multi-agency working to support the implementation of the policy
- Explore and celebrate differences and diversity through a wide range of events in/ out of the curriculum

### **3.2 Dealing with bullying outside of the UTC**

We are aware that bullying may take place outside the UTC gates and on journeys to and from the UTC, especially where students are travelling a long way to the UTC. Incidents occurring outside the UTC/on UTC transport deemed to have a serious impact on the UTC community will be dealt with using this policy.

Bullying outside the UTC may involve our students, young people from other schools or young people not at school at all. We actively encourage all our students to tell and to share their concerns. A multi-agency approach may also be used to deal with such incidents to ensure all young people are appropriately supported.

Where a student reports bullying off the UTC premises, it may be appropriate to:

- Talk to the transport provider about bullying on their transport system
- Talk to the head teachers of other schools, where students from these schools are bullying off the premises
- Plan safe routes to the UTC with students
- Talk to students about how to avoid or handle bullying outside UTC premises
- Talk to the local police about specific problem groups and problem areas

Students will spend time in partner businesses, both on visits and in placements. They will also be travelling to and from these businesses on foot, by public transport or by bus. These raise additional concerns for potential bullying. This policy applies in those situations as an extension of the UTC. Each business will have a nominated member of staff who will be given this policy and briefed about potential bullying issues. They must then inform their staff and monitor activity with students.

If concerns are raised about potential or actual bullying issues in the workplace then these should be reported to the primary UTC contact for that business. Each visit and placement will have a risk assessment which may identify potential bullying issues and mitigating actions. Employers should be mindful of their employees' attitudes when selecting staff to work with UTC students.

#### **4. Preventative work**

To ensure that this policy is successfully implemented we will:

- Review and reflect on the policy and its effectiveness regularly
- Specify in the policy appendices the types of behaviours considered to be bullying and therefore unacceptable so all adults/students are fully aware and make explicit reference to bullying by race, gender, sexual orientation or disability
- Keep students and adults informed of the development with the strategy through a variety of means – shared drive, briefings, assemblies
- Raise awareness of the effects of bullying on the victim through assemblies, PSHE and pastoral work
- Encourage peer support and provide peer support training
- Provide support to those being bullied and to those alleged to be bullies
- Provide a means for concerns to be voiced anonymously
- Provide staff training on bullying
- Ensure that there is adequate supervision in identified high risk areas
- Identify hot spots in the physical environment and make the necessary changes
- Use a wide range of intervention methods within the strategy
- Raise awareness about e-safety with staff, students and parents/carers
- Ensure that procedures for identifying and reporting bullying are clear

#### **5. Monitoring and evaluation**

Monitoring is essential to help assess progress and evaluate the impact of the policy.

Monitoring will include:

- Regular analysis of information to provide details of types of bullying, frequency, action taken etc. This information to be shared/discussed at pastoral team meetings and practice reviewed.
- Surveys – these will be undertaken to provide information on incidents and concerns as well as attitudes towards bullying

#### **6. Other relevant policies**

This policy links with the following UTC policies:

- Safeguarding
- Behaviour
- E-Safety

## **Appendix 1 Definition of bullying**

### **1. Definition**

The Government's definition of bullying is:

'Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

Bullying may be thought of as the abuse of power by an individual or group with the intent to cause distress to another individual or group. It is deliberately hurtful behaviour which may be physical, sexual, verbal or psychological in nature. It is repeated over a period of time on those who feel powerless to resist with the intention of causing distress.

Bullying should always be taken seriously. All bullying is unacceptable. Bullying does not only occur between children. The above definition can also be seen to characterise some relationships between adults or between adults and children. In more serious instances where adults abuse their power over a child or a child abuses their power over another child, bullying may be viewed as child abuse and should be treated as such.

A distinction should be made between bullying (which is repeated over time) and bullying behaviour (which might be spotted as a one-off incident but which could, if left unchallenged, develop into bullying).

Bullying is deliberately hurtful. It typically has the following elements:

- An initial desire to hurt which is expressed in action
- Someone is hurt either physically or emotionally
- There is an imbalance of power
- It is without justification
- It is repeated

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, eg in relation to gender or race. That does not make it any less unacceptable.

Young people will often say that they are being bullied when another student or adult is unkind or treats them badly. A distinction should be made between 'bullying behaviour' which might not fit with all the elements described above, and 'bullying' which does.

### **2. Forms of bullying**

Bullying can typically take four forms:

- Physical bullying - hitting, kicking, taking belongings
- Verbal bullying - name calling, insulting, making offensive remarks
- Indirect bullying - spreading nasty stories, exclusion from social groups
- Inappropriate use of information technology which may involve the use of the following: texting, use of phones, cameras, emails and social networking sites to harass or transmit derogatory, obscene or threatening messages or images

Name calling is the most common direct form. This may be because of individual characteristics. However, students can be called names because of their ethnic origin, nationality or colour, sexual orientation, religion or belief, age, pregnancy or maternity, gender reassignment or some form of disability. Bullying is always significant to the person being bullied.

All these things affect people in different ways and each person will react differently when bullied. We believe that if a student feels intimidated or is made to feel unsafe by the words/actions of another student then he or she is being bullied. No case brought to our attention will be viewed as unimportant. We want everyone in our UTC community to view bullying as anti-social behaviour which is unacceptable and which will not be tolerated.

## **Appendix 2 Bullying by race, gender, sexual orientation or disability**

### **1. Racist bullying**

The Macpherson (1999) report defines racist bullying as 'any incident which is perceived to be racist by the victim or any other person.'

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery/mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines into the UTC or organisation's premises
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play

### **2. Sexual bullying**

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content

In its most extreme form, sexual bullying takes the form of sexual assault or even rape. Under these circumstances police would normally be involved as these are criminal offences.

### **3. Sexual orientation**

Students do not have to be lesbian, gay, gender reassigned or bi-sexual to experience this type of bullying. In most cases being different can be enough. Factors hindering schools in challenging homophobic bullying include staff inexperience.

### **4. Disabilities**

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.



## **Appendix 3 Manifestation of bullying**

### **1. Occurrence of bullying**

Although bullying can occur on journeys to and from school, most takes place in school. Research shows that 75% of bullying in primary schools takes place in the playground. In secondary schools it is also most likely outdoors but other hotspots are classrooms, corridors and toilets, especially when supervision is minimal. Both boys and girls bully and can bully as individuals or as members of a group.

Children who bully others come from any kind of social or cultural background. Adult bullying of children also occurs and is equally unacceptable.

Bullying always creates inequalities and is damaging to all those involved. The person being bullied, the person who bullies and those who witness or know about the bullying are all affected in some way. Those who bully can experience difficult and unhappy relationships with both peers and adults and frequently need help to overcome these difficulties. Research evidence has shown that those who bully are more likely to engage in anti-social activities and have a greater prevalence of poor mental health. A child or young person could have experienced both being bullied and having bullied others. Bullying is not a natural part of growing up and should never be accepted as such.

Those who bully may show aggression through for example, poor control of impulsive actions, a positive view of violence or a desire to dominate. They may exhibit anxiety through for example low self-esteem or difficulties in making friends. They may be easily led in joining in bullying or in standing by whilst bullying takes place.

Those who bully may experience difficulty in admitting what they have done; be reluctant to admit that what they have done is wrong; suppress feelings of guilt; feel no remorse and repeat the hurtful action, especially if this goes unchallenged. Those who are bullied may spend their lives in fear. They often feel isolated from their peers and feel that they have done something to attract the bullying. Any child or young person can be bullied.

### **2. Recognising bullying**

A child may indicate by sign or behaviour that he or she is being bullied. Those who are being bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self-esteem and self-worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting
- A desire to self-harm or even to commit suicide

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport

- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and/or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well-established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help. Organisations that tolerate bullying are less effective; morale is lower and absenteeism is more frequent.

## **Appendix 4 Specific strategies to support students**

- Creating an ethos of good behaviour where students treat one another and the school staff with respect because they know that this is the right way to behave
- Teaching - using citizenship and active tutorial work to discuss and explore gender relations, sexism and sexual bullying, diversity and difference, race relations and other issues. Making sure that all students are able to access the curriculum and teachers support students with SEN.
- ICT lessons will teach 'safe use of technology' (including mobile phones, email, and internet). The Acceptable Use Policy will also be promoted.
- Using the Student Council, Parent and Teacher feedback to promote and develop anti-bullying policy and practices
- Staff training and development
- Identification of bullying behaviours early and addressing them so that they do not become repeated over time
- Self-esteem and conflict-resolution groups
- Use of circle of friends strategy in which students are asked to befriend the victim
- Student discussions/mediation so that the perpetrator can identify with/empathise with the victim.
- Peer mediation
- Multi-agency working with Police, Youth Service, Social Services and others
- Use single sex groupings to explore sensitive issues
- Ensure that UTC is well supervised both before and after school, break and lunchtimes and lesson changeovers, paying attention to areas where students may be vulnerable
- Celebrate success. Celebrating success is an important way of creating a positive school ethos.
- Very close monitoring following an initial incident eg daily drop in visit a member of staff to indicate they are safe or to indicate another incident. Incidents identified to be followed up immediately.

## **Appendix 5 Procedures**

### **1. Reporting bullying**

When a member of staff is made aware of bullying behaviours or that a student is being bullied they must report it immediately to Student Support or a member of the leadership team. The relevant Faculty Director must be informed if in a classroom. Student Support will provide a place of safety for students who have reported an incident of bullying/or a member of staff has reported they have been bullied.

### **2. Investigation**

The incident will then be investigated. The appropriate form will be completed by any staff and students involved – the bully, the victim, and witnesses – staff and students. The information will then be uploaded/logged on to CPOMS and monitored closely by Student Support and the Senior Leadership Team.

Teaching and support staff may be informed to ensure support and close monitoring. Parents will be contacted in all cases and will be invited in where appropriate. The incident will be recorded by Student Support, data will be collated and analysed and appropriate actions put in place. Appropriate support will be provided for the victim, the bully and witnesses if appropriate. Student Support will decide, in conjunction with members of the leadership team if appropriate, on the most appropriate strategy to be used for the particular case.

Following the incident both the victim and the bully will need support to ensure there is no recurrence and the situation will be monitored closely for the appropriate length of time following the incident. This will initially include daily drop-ins to Student Support to report any concerns with immediate follow up if any concerns are reported.

A multi-agency approach may be adopted if appropriate to the individual case. Consideration should be given as to whether a CAF is the most appropriate approach to take if more than two agencies are involved.

### **3. Sanctions**

Sanctions will be appropriate to the individual case and may (in line with the UTCs Behaviour Policy) include:

- Restriction of opportunities to socialise at break/lunchtime ie supervised breaks/ lunchtimes
- Detentions at lunchtime, after school (by prior notification)
- Placing on daily report
- Removal from parts of a timetabled curriculum for a fixed period of time
- Group changes
- In serious cases students may be excluded for a fixed term following the incident
- In very serious cases students may be permanently excluded

Where the victim is a parent they will be referred to the UTC Complaints Policy.

Where the victim is a member of staff the incident should be reported to a line manager or member of the senior team.

Where the alleged perpetrator or the victim is a Governor the incident should be reported to the Chair of Governors.