



Christ's College Guildford

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Christ's College

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1. Statement of intent

Christ's College aims to serve our community by providing a fully inclusive education of the highest quality within the context of Christian belief and practice. Every student who joins us will be prepared to take their place in the world with confidence, purpose, enthusiasm and strength of character.

Christ's College is committed to ensuring that students learn in a supportive, caring and safe environment, without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. Only when all issues of bullying are addressed will students be able to fully benefit from the opportunities available at college.

2. Definition

Bullying is any behaviour, which is deliberately intended to hurt, threaten or frighten another person or group of people. It is repeated and usually unprovoked and can continue for a prolonged period of time. It always reflects an imbalance and abuse of power. It is important that it must not be confused with the usual childhood/teenage squabbles and arguments where individuals "fall out" with one another.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact or sexually abusive comments
- Homophobic – because of, or focusing on the issue of sexuality
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber – all areas of internet, such as email and internet chat room misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities.
- Disability/SEN – because of, or focusing on a disability or special educational need.
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance.

Bullying can therefore constitute any of the above activities within the context of the definition provided. Bullying may occur to anyone and this policy is inclusive of the bullying of college staff, whether by students, parents or other staff. (Members of the college workforce suffering from or concerned about bullying may also contact their trade union or professional association for support and advice).

Bullying can seriously damage a person's confidence and sense of self-worth, and they will often feel that they are at fault in some way. Students who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from college. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and should be investigated.

3. Roles and responsibilities

The Local Committee are responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the college adopts a tolerant and open-minded policy towards difference.
- Ensuring the college is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The Principal is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Progress Leaders are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for students and parents, when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for students who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the student's Progress Leaders of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of student groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a student for support.

The Chaplaincy Team is responsible for:

- Offering emotional support to victims of bullying.
- Alerting the relevant Progress Leaders regarding any incidents of bullying.

Parents are responsible for:

- Informing their child's Progress Leader or Progress Tutor if they have any concerns that their child is the victim of bullying or involved in bullying in anyway. This can be done via a direct call or e-mail to a member of staff or via the college 'Bullying Concern' link on the website.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Students are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other students in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

4. Prevention

The college clearly communicates a whole-college commitment to addressing bullying in the form of a written statement which is regularly promoted across the whole college.

Christ's College use a range of proactive strategies to prevent bullying. These include;

- All reported or investigated instances of bullying will be investigated by a member of staff
- Encourage all students to use the Bullying Concern page on the college website to report incidents of bullying.
- Staff will encourage student cooperation and the development of interpersonal skills using group and pair work
- All types of bullying will be discussed as part of the curriculum
- Diversity, difference and respect for others is promoted and celebrated through various lessons
- Seating plans will be organised and altered in a way that prevents instances of bullying
- Potential victims of bullying are placed in working groups with other students who do not abuse or take advantage of others
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups
- All staff members receive training on identifying and dealing with the different types of bullying
- A safe place, supervised by a teacher, is available for students to go to during free time if they feel threatened or wish to be alone
- Peer mentoring and buddy system
- Participation in Anti-Bullying Week

5. Signs of bullying

Staff will be alert to the following signs that may indicate a student is a victim of bullying:

- Being frightened to travel to or from college

- Asking to be driven to college
- Unwillingness to attend college
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in college work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Missing dinner money
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Students who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to the student becoming aggravated
- They have been the victim of domestic abuse

- Their academic performance has started to fall, which has meant they are stressed

If staff become aware of any factors that could lead to bullying behaviours, they will notify the student's Progress Leader, who will investigate the matter and monitor the situation.

6. Staff principles

The college will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.

Unpleasantness from one student towards another is always challenged and never ignored.

Staff act immediately when they become aware of a bullying incident; this applies to all staff, not solely teaching staff. The incident will be recorded on the College's Safeguarding platform CPOMs.

Staff always respect student's privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.

If a member of staff believes a student is in danger, e.g. of being hurt, they will inform the **DSL** immediately.

Follow-up support is given to both the victim and bully in the months following any incidents, to ensure all bullying has stopped.

7. Preventing peer-on-peer sexual abuse

The college has a zero-tolerance approach to all forms of peer-on-peer sexual abuse, including sexual harassment and sexual violence.

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline.

Sexual harassment violates a child's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

Sexual violence refers to the three following offences:

- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

- **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

The college's **Child Protection and Safeguarding Policy** outlines our stance on addressing peer-on-peer sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the college will educate students about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

The college will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff will be aware that students of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

All staff will be made aware of the heightened vulnerability of students with SEND, who are three times more likely to be abused than their peers.

Staff will not assume that possible indicators of abuse relate to the student's SEND and will always explore indicators further.

LGBT+ children can be targeted by their peers. In some cases, children who are perceived to be LGBT+, whether they are or not, can be just as vulnerable to abuse as LGBT+ children.

The college's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.

Students will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers.

If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to children's social care services (CSCS).

Managing disclosures

Victims will always be taken seriously, reassured, supported and kept safe.

Victims will never be made to feel like they are causing a problem or made to feel ashamed.

If a friend of a victim makes a report or a member of staff overhears a conversation, staff will act – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively and with the help of CSCS where necessary. If staff are in any doubt, they will speak to the DSL.

The DSL will be informed of any allegations of abuse against students with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the student in mind at all times.

Confidentiality

The college will only engage with staff and agencies required to support the victim and/or be involved in any investigation.

If a victim asks the college not to tell anyone about the disclosure, the college will not make this promise.

Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.

- If a child is at risk of harm, is in immediate danger or has been harmed, a referral will be made to CSCS.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

More information regarding the college's stance on preventing peer-on-peer sexual abuse is available in our Child Protection and Safeguarding Policy.

8. Cyber bullying

The college has a **Cyber Bullying Policy** in place, which outlines the college's zero-tolerance approach to cyber bullying.

The college views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 this policy if they become aware of any incidents.

The college will support students who have been victims of cyber bullying by holding formal and informal discussions with the student about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

In accordance with the Education Act 2011, the college has the right to examine and delete files from students' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all colleges and there is no need to have parental consent to search through a young person's mobile phone. This is limited to files/pictures of a sexual nature, where, we would not have permission to observe such content, and would therefore need to refer to the Safeguarding Policy in such cases.

If an electronic device is seized by a member of staff, and there is reasonable grounds to suspect that it contains evidence in relation to an offence, the device must be given to the police as soon as it is reasonably practicable.

If a staff member finds material that they do not suspect contains evidence in relation to an offence, the Principal will decide whether it is appropriate to delete or retain the material as evidence of a breach of the relevant policies.

If an electronic device that is prohibited by the college rules has been seized, and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, the college will give the device to the Police as soon as it is reasonably practicable.

9. Procedures

Minor incidents are reported to the victim's Progress Leader, who investigates the incident, sets appropriate sanctions for the perpetrator and records the incident and outcome on CPOMs.

When investigating a bullying incident, the following procedures are adopted:

- The victim, alleged bully and witnesses are all interviewed separately
- Members of staff ensure that there is no possibility of contact between the students being interviewed, including electronic communication
- If a student is injured, members of staff take the student immediately to the college nurse for a medical opinion on the extent of their injuries
- A room is used that allows for privacy during interviews
- A witness is used for serious incidents
- If appropriate, the alleged bully, the victim and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned students are informed that they must not discuss the interview with other students

Due to the potential for sexist, transphobic, sexual, etc bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

10. Sanctions

If the Principal is satisfied that bullying did take place, the student will be helped to understand the consequences of their actions and warned that there must be no further incidents. This can be done via the Principal, Vice Principal or Assistant Principals.

The Senior Leader informs the student of the type of sanction to be used in this instance (community service, Detention, Isolation or Fixed Term Exclusion) and future sanctions if the bullying continues.

If possible, the Senior Leader will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the victim (and/or witnesses if appropriate), or face-to-

face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting with the bully.

The perpetrator is made to realise, by speaking regularly with their Progress Leader, that some students do not appreciate the distress they are causing, and that they should change their behaviour.

Parents are informed of bullying incidents and what action is being taken.

The Progress Leader informally monitors the students involved over the next half-term.

11. Support

If the student visits the Chaplaincy Team, they will informally check to see whether the bullying has stopped.

If necessary, group dynamics are broken up by members of staff by assigning places in classes.

The victim is encouraged to tell a trusted adult in college if bullying is repeated.

The victim is encouraged to broaden their friendship groups by joining lunchtime or after-college club or activity.

The college, particularly the DSL, may work with the victim to build resilience, e.g. by offering emotional therapy.

The college realises that bullying may be an indication of underlying mental health issues. Perpetrators will be required to attend a mandatory counselling session, to assist with any underlying mental health or emotional wellbeing issues.

The college will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

12. Follow-up support

The progress of both the bully and the victim are monitored by their Progress Tutors.

One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

If appropriate, follow-up correspondence is arranged with parents regularly after the incident.

Students who have been bullied are supported in the following ways:

- Being listened to

- Having an immediate opportunity to meet with their **Progress Leader** or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Students who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Students who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, refer the victim of bullying to CAMHS.

In cases where the effects of bullying are so severe that the student cannot successfully reintegrate back into the college, the Principal and DSL will look to transfer the student to another mainstream college.

Where a child has developed such complex needs that alternative provision is required, the student who has been the victim of bullying, their parents, the Principal and DSL will meet to discuss the use of alternative provision.

13. Bullying outside of college

The **Principal** has a specific statutory power to discipline students for poor behaviour outside of the college premises. Section 89(5) of the Education and Inspections Act 2006 gives the **Principal** the power to regulate students' conduct when they are not on college premises, and therefore, not under the lawful charge of a college staff member.

Teachers have the power to discipline students for misbehaving outside of the college premises. This can relate to any bullying incidents occurring anywhere off the college premises, such as on college or public transport, outside the local shops, or in a town or village centre.

Where bullying outside college is reported to college staff, it is investigated and acted on.

In all cases of misbehaviour or bullying, members of staff can only discipline the student on college premises, or elsewhere when the student is under the lawful control of the member of staff, e.g. on a college trip.

The Principal is responsible for determining whether it is appropriate to notify the police, or the anti-social behaviour coordinator, of the action taken against a student.

If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police are always informed.

14. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

15. Monitoring and review

This policy operates in conjunction with the following college policies:

- Behaviour Policy
- Complaints Policy
- Positive Mental Health Policy
- Child Protection and Safeguarding Policy
- Equality Policy
- Internet and Online Acceptable use Policies

We plan to:

- Review this policy every **two** years by the **Principal** and the **DSL**.
- Ensure that students are aware that all bullying concerns will be dealt with sensitively and effectively and seek feedback from students via the Student Council and annual student questionnaires.
- To learn from anti-bullying good practice elsewhere and utilise the support of relevant statutory/voluntary organisations when appropriate.
- Incidents of bullying are recorded on the safeguarding tracking sheet by CLT/Progress Leaders/Safeguarding Team