

Abbey College Policy Statement

Tolerance Policy

Aim:

To make all members of the Abbey College Community feel welcome and safe by reducing incidents of bullying through the education of the community and promotion of tolerance.

We want students to have trust and confidence in all staff and to develop an atmosphere within the school where students feel they can tell someone about bullying incidents, in the knowledge that each will be dealt with consistently, effectively and confidentially.

Rationale:

Abbey College believes that every individual has the right to be treated with respect. It is essential that students and staff can work in a safe, secure environment that promotes respect for all. Thus, enhancing and increasing effective learning.

In 2006 it was reported that young people in the UK who experience bullying have a lower key stage 4 score than other young people and were more likely to leave full time education at the age of 16. These students were more likely to become NEETs – Students not in education, employment or training.

In a recent survey 84% of students reported that they felt safe at Abbey College (February 2013). This is higher than the 82% in 2011. However, It is our aim to develop an environment where ALL members of the community fell safe at Abbey College.

Our Policy is designed to promote our COMMIT Charter and is linked to our Positive Behaviour Policy.

Objectives:

This Policy aims to ensure that:

1. All students and staff are provided with a safe environment at Abbey College
2. All students and staff understand what bullying is, how it affects individuals, and that bullying in any form is unacceptable.
3. Most Students and are able to identify incidents of bullying
4. All Staff are aware of how to identify, report and reduce incidents of bullying in and out of lessons.
5. The majority of students feel confident in reporting any incidents of bullying towards themselves or others.
6. The school deals effectively with all incidents of bullying
7. Specific areas, monitored by staff and students, are provided where students can feel safe and have access to support is provided for students, particularly the most vulnerable.

Outcomes:

1. Fewer than one third of students report being bullied since September.
2. Increase in the percentage of students who feel comfortable reporting bullying.
3. Reduced amount of bullying and discrimination occurring at Abbey College.
4. Specific areas provided for students during breaks/lunch times
5. Training provided for staff and students, including e-safety, to ensure that a greater % of students feel confident to help stop a bullying situation.
6. Wider community and parents involved in education and discussions regarding tolerance

	2011/2012	2012/2013	2013/2014	Impact to Date
Fewer than one third of students report being bullied since September	32.1%	21.6%		-10.5
Increase in the percentage of students who feel comfortable reporting bullying		59.2%		
Reduced amount of bullying and discrimination occurring at Abbey College.				
Specific areas provided for students during breaks/lunch times		Lunch time clubs Organised sporting activities by peer leaders.		March 13: 2 extra activities
Training provided for staff and students (students feel confident to help stop a bullying situation)		Assemblies held for students led by students. (57.4%)		No data from previous year
Wider community and parents involved in education and discussions regarding tolerance				No data from previous year

Current Prevention:

The school currently takes measure to prevent bullying by ensuring that the following groups carry out the following:
Staff:

- Monitoring the whole environment to reduce/eliminate the places around school where bullying can take place.
- Regular reference made to staff about their role in preventing, identifying and reacting to bullying incidents
- Ensuring that learning about anti-bullying strategies forms an element of the education program of every students in school
 - Special sessions to highlight specific groups, E.g. groups workshops on discrimination; these are carried out in: commit time, support sessions.
 - Tolerance is the subject of assemblies on a termly basis
 - Working with victims and the possibility of assertiveness training also, chances to work on improving self confidence and self image.
- Monitoring the incidents of bullying and gathering pupil perceptions of levels and types of bullying in school, analyzing this information to influence strategies and plans.
- The regular use of restorative justice to allow for students involved in incidents to have their say in a controlled environment and have closure.
- Providing specific areas where individual and small groups of students can feel safer and more secure during unstructured times.

Students:

- Students are educated in what bullying is and the various types of bullying.
- Students are made aware of who to tell if they are being bullied or are aware of bullying taking place
- A group of students training to act as mentors to help students who have or are experiencing bullying.
- Working towards making the majority of students being role models for each other towards demonstrating tolerance.

Community:

- Ensuring that the school liase with partner primary schools and that policies are ours
- Giving tolerance a high profile within the school and involving parents' or carers by giving them information and inviting them to meetings to discuss issues connected to bullying.
- Tolerance Leaders visit junior schools and present to students on school Ethos and Tolerance Policy.

Tolerance Guidelines:

Definition: The Tolerance Policy has been based on consultation with students and the guidelines set out by 'The Anti-Bullying Alliance' which defines bullying as:

“the repetitive, intentional hurting of one person by another(s)”

The Tolerance Group recognizes Bullying as any deliberate hurtful behavior, whether physical or emotional, that is repeated over a period of time. Bullying is often an attempt to hurt or humiliate someone; it very often involves an imbalance of power. Bullying is not a one off incident; however, these can quickly spiral into bullying behavior. (ABA)

Individuals can be a victim of bullying at any age or in any place. The Tell Us 4 Survey (DCSF 2009) reported that almost a third of children had been bullied in school in the last year.

The five essential components of bullying:

- **Intention to harm**: bullying is deliberate, with the intention to cause harm.
- **Harmful outcome**: one or more persons are hurt physically or emotionally
- **Direct or indirect acts**: bullying can involve direct aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- **Repetition**: bullying involves repeated acts of aggression. An isolated aggressive act, like a fight, is not bullying.
- **Unequal power**: bullying involves the abuse of power by one or several persons who are (Perceived as) more powerful, often due to their age, physical strength, or psychological resilience.

(Reducing bullying amongst the worst affected – Department for Education 2012)

Bullying is not:

- Teasing between friends without intention to cause hurt
- Falling out with friends after a quarrel or disagreement
- Activities that all parties have consented to and enjoy
- A one off incident

Bullying Categories:

Main Types	Physical	Emotional	Cyber	Discrimination	Peer Bystander
	Non-consensual contact	Stealing or damaging belongings	On line Conduct – could be offensive comments or spreading of rumours	Race	Outsider: Standing by and watching others carry out the intolerant behavior.
	Hitting	Name calling / put downs	Abuse via text messaging and mobile phones	Faith	Reinforcer: Encouraging others to act intolerantly towards others
	Kicking / shoving	Offensive comments	Creating/uploading inappropriate material; sexting	Gender	Assistant: actively join in
	Play fighting / rough play	Graffiti and/or spreading rumours		Disability / Ability	
	Slapping	Excluding or isolating someone from a group		Sexuality	
	intimidation	Threats or coercion		Socio – Economic Background	
		Intimidation		Appearance or interests	

RATIONALE Continued: What do national statistics say about the effects of Bullying?

The department for education and Ofsted have stated that bullying is a regular experience for the majority of English children, either as the victims of it or as bystanders. (TellUs4, Ofsted, 2010):

- 25% of children and young people said they worried about bullying
- 46% of children and young people said they had been bullied at some point whilst at school. Of those who have been bullied at some point, 29% had been bullied in the last year
- 66% claimed to have seen bullying at their school

Bullying decreases substantially with age; gender statistical characteristics and impact of technology:

- 47% of 14 year olds reported being bullied at 14
- Dropping to 41% at age 15 and 29% by age 16
- Bullying prevalence and concern decreases with age, except in the case of SEN pupils. for pupils with Special Educational Needs, levels of victimisation were similar for both primary and secondary school age pupils (63% and 59% respectively).
- Pupils with special education needs are 16% more likely to be victims of online abuse; children from lower socio-economic groups are 12% more likely.
- 28% of Key stage 3 and 4 students have been deliberately targeted, threatened or humiliated by an individual or group through the use of mobile phones or the internet. A quarter of these experienced continuous bullying over a sustained period of time.
- Boys are more likely to be victims of violence-based bullying

- Girls are more likely to:
 - be subjected to bullying of a verbal and social nature.
 - be bullied online.
- 65% of young lesbian, gay and bisexual people report experiencing homophobic bullying in Britain's schools at some point.
- 95% of gay pupils hear derogatory phrases such as "dyke" or "poof" used in school.
- 98% of gay pupils hear "that's so gay" or "you're so gay" at school.

Impact on Achievement

- Young people who had been bullied had a significantly lower Key Stage 4 score than those who hadn't been bullied.
- On average, young people who had been bullied had a Key Stage 4 score 13 points lower than those who hadn't been bullied. This is the equivalent of two GCSE grades.
- The type of bullying that affected school attainment the most was taking money or possessions, followed by exclusion and violence.

Impact of bullying on wellbeing:

- 15% of those children who were persistently bullied said they thought about killing themselves.
- 22% of children persistently bullied said bullying made them give up their interests compared to 7% who experienced isolated bullying.
- 25% of persistently bullied children said they changed their personality compared to just 17% who were bullied in isolation.
- 15% of persistently bullied children said they self-harmed – a figure five times higher than that recorded for children bullied who stated they were bullied occasionally in the same research.

(Reducing bullying amongst the worst affected – Department for Education 2012)

(Inspecting e-safety – Briefing for Section 5 inspection – Ofsted January 2013 reference number 120196)

Early Identification: Vulnerable Students / Potential Bullies

Predictive Characteristics of Bullying victim:

- Tendency to be anxious and insecure
- Low self-esteem, with a negative valuation of themselves
- Few friends; with the friends they are likely to have being low social status themselves
- An aversion to using violence, meaning they are unlikely to retaliate
- Amongst boys, they are also characterised by a relative physical weakness
- Many of the above characteristics likely to be both a cause and effect of bullying

Provocative victims:

- A mix of anxious and aggressive behaviour patterns, coupled with poor concentration
- Behaviour can provoke groups of people, rather than just individuals
- Learning difficulties leading to poor social skills could result in 'provocative victim' behaviour

Predictive Characteristics of Bullies

- The ring-leader, the person who, through their social power, can direct bullying activity:
- Tend to be more aggressive, both to other children and adults
- Tend to be popular
- Have relationships with parents that are characterised by poor communication and the threat of violence
- Tend to be academic low-achievers
- Have a strong need to dominate others
- Have sufficient cognitive empathy – the ability to understand the effect of their actions to others, to understand that they are bullying, and to help them do it efficiently
- Have a lack of affective empathy – the tendency for cognitive empathy to arouse emotions or sympathy towards the victim

Four classes of peer bystanders:

- **Assistants** - who actively join in the attack
- **Reinforcers** - who give positive feedback to the bully, perhaps by smiling or laughing
- **Outsiders** - who stay back, stay silent and thereby condone the bullying behaviour
- **Defenders** – who take action to stop bullying when they see it occurring

(Reducing bullying amongst the worst affected – Department for Education 2012)

Recording; Monitoring and Supporting Students:

Supporting vulnerable students and potential bullies:

House Leaders will nominate students, potential or actual victims and bullies, to partake in support sessions run by the learning support department to support students in improving their social skills and further develop their knowledge and understanding of their behaviors.

Monitoring:

Student Surveys: 2011/12:

The student survey in 2011 confirmed that the most common form of bullying was name calling. Following consultation with students it was felt that in order to reduce the number of incidents based on discrimination a greater emphasis should be placed on the use of intolerant language around the college.

2012/2013

Following consultation with students it was felt that greater emphasis should be placed on the incidents of students ***ganging up / intimidating each other***. However, students also felt that the use of Intolerant language continues to be an issue around the school. Thus, ***the school still needs to place an emphasis on using language to build positive relationships and work to prevent intolerant language*** based on Race, Faith, Gender, Disability/Ability, Sexuality, Socio-Economic Background or Appearance.

Main Results of Student Survey Feb 2013:

- 83.6% of students feel safe at Abbey College; 16.4% do not
- 11% of students always or usually worry about being bullied; 19.4% of students sometimes worry.
- 69% of students rarely or never worry about being bullied at Abbey College.
- 51.6% have not experienced bullying since September
- 21.6% have been bullied since September
- 26.8% have seen bullying
- 29% of students claimed that they have experienced bullying 2 or more times in the last month.
- 40.8% of students claimed they did not feel confident reporting bullying incidents at school.
- 39.9% of students do not feel confident talking to a member of staff regarding bullying.
- 51.6% of students felt that the majority of bullying incidents occur at lunch/break
- 39% feel that Abbey College rarely or never deals with intolerance/bullying effectively.
- Students identified the main type of bullying that occurs is emotional (51.3%)
- 42.6% of students do not feel confident to help stop a bullying situation

Action points to focus based on the survey:

- **Provide more facilities to support students who feel vulnerable – especially during breaks/lunch**
- **Further staff training (teachers, support staff and break supervisors) for identifying bullying; speaking with students and supporting students**
- **Student sessions during commit time on how to prevent or stop situations safely and responsibly (Bystander Defender Training) www.bounceback.com.au**
- **Inform the community of the investigation process of the tolerance policy**

Parental Survey:

Survey will take place in May 2013

Recording incidents:

The Incident Forms have been updated to include student statements as well as an area for students to identify the type of bullying incident that occurred. Staff will then record the actions that have been carried out and the outcomes agreed by students on the forms. All incidents will be recorded as per the positive behavior policy on Go4Schools. However, the categories will require an update to more accurately monitor the types of bullying incidents taking place. Once the incident is recorded and the outcome is agreed by all students involved a copy of the incident form will be mailed home to the parents of the victim and bully involved.

Anti-Bullying Register:

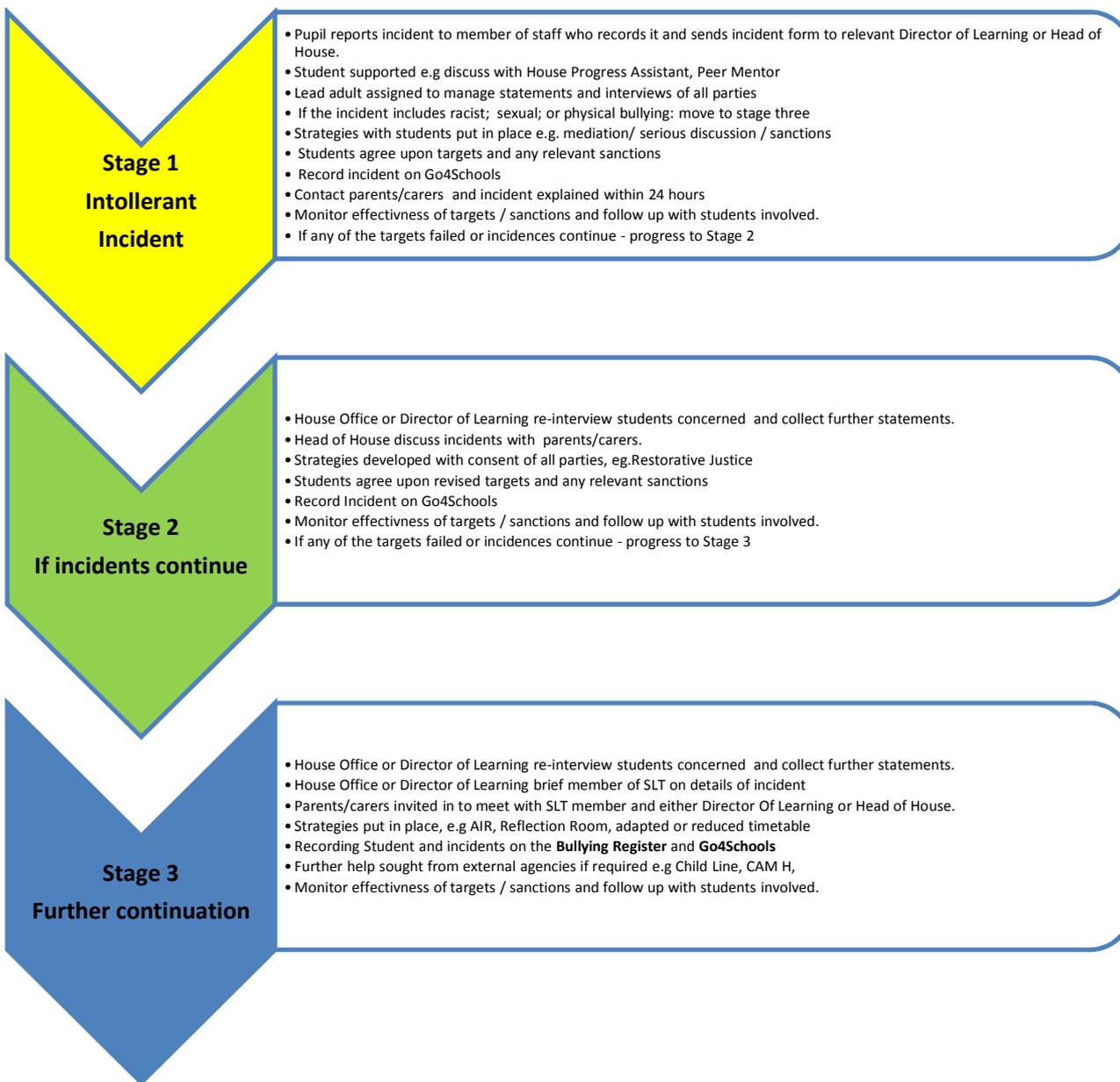
Students who participate in continued bullying (stage three) will be added to the Abbey College Anti-Bullying Register. This would mean that students had continued after school interventions and support have been put into place.

This is an internal Database which records serious cases of Intolerance. Any student placed on this register will receive a letter home informing parents. A review meeting is held in six weeks to consider whether this student's case is "closed". This means the record will remain but the students behaviour has improved to the extent that the issue is no longer "live. "

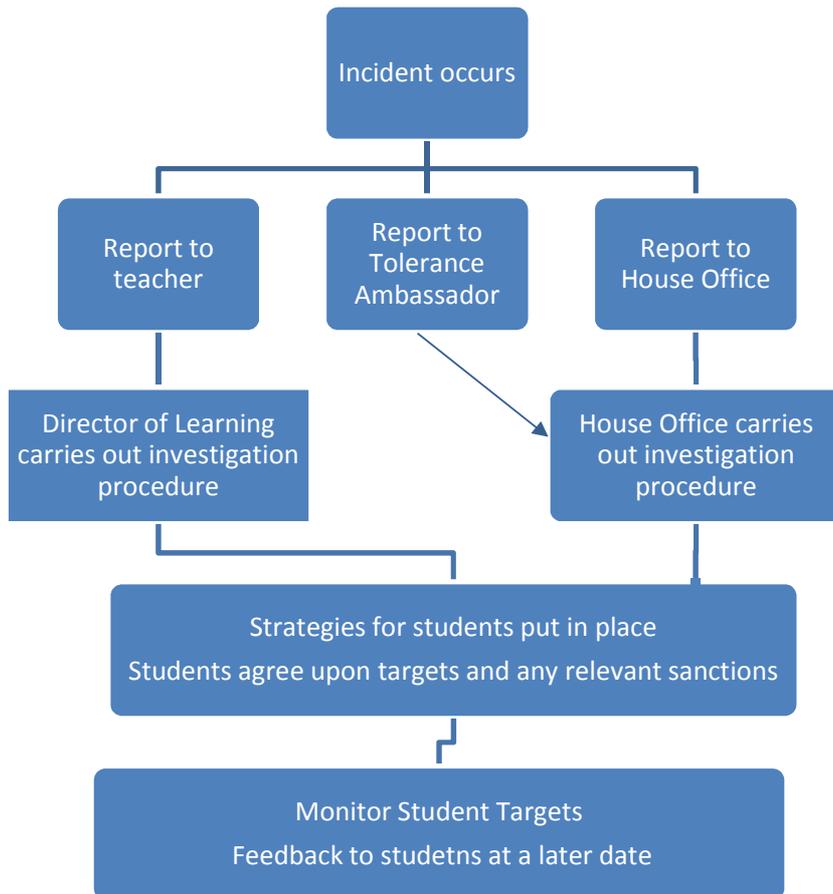
Policy Revised
Reviewing Committee
Reviewing frequency
Date of next review

29th January 2014
Curriculum and Student Progress
Annually
Spring 2015

Tolerance Policy Stages of Intervention



Tolerance Policy Actions: Flow Chart



New Incident Form:

Name	Commit group	Date
<p>Instructions: In order that we can investigate this incident properly you will need to fill in this form honestly. When answering each question it is important that you stick to the facts and be as accurate as you can. If you run out of space on the form, use the other side to write on.</p>		
<p>Where? Where did it happen? What place(s)? Was it in or out of school, or both?</p>		
<p>When? When did it happen? If it happened more than once, list all the times and dates</p>		
Time(s)	Date(s)	
<p>Who? Who was involved?</p>		
Name(s)	Commit group	
<p>Witnesses? Are there any witnesses who can support your story?</p>		
Name(s)	Commit group	
<p>What? What happened exactly? (state clearly the facts of the incident)</p>		

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Bullying Categories: Circle the relevant descriptors below regarding this incident

Physical	Non-consensual contact; hitting; slapping; kicking; shoving; play fighting; spitting
Emotional	stealing or damaging belongings; name calling; put downs; offensive comments; graffiti; spreading rumours; excluding or isolating someone; threats; intimidation
Cyber	On line or electronic mediums used to spread abuse that is offensive or causes emotional harm
Discrimination	race; faith; gender; disability; ability; appearance; interests; sexuality; socio-economic
Peer Bystander	Outsider; Reinforcer; Assistant

How Long? How long did the incident last? Has it been going on for a long time? If so, when did it begin?

Why do you think this has happened? This is the place for you to express your opinion

I confirm that this is my statement and a true reflection of what happened:

signature: _____ **date** _____

Actions:	DATE	by	Date	by
Discussion with DOL/HOH/HPA/SLT			Go4Sch completed	
Sanctions given			mobile confiscated	
Date Parents informed			SLT informed	
Restorative Justice Meeting			Isolation	
Referral to Learning Support			Referral: O Agency	
Departmental sanction			Reflection Room	

other:

Student Agreement:

Follow up Actions: _____ **By:** _____ **Date:** _____

