



Anti-Bullying Strategy

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Equality Impact			
Statement	<p>We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.</p>		
Screening	<p>This document has been screened by the Equality Team and the impact has been assessed as:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Low</p> <p><input type="checkbox"/> Medium</p> <p><input type="checkbox"/> High</p>		

1. Purpose

- 1.1. We actively encourage an atmosphere where people trust, respect and get on with one another and where bullying in any form is totally unacceptable and young people are supported accordingly.
- 1.2. All members are entitled to be valued and accepted as individuals and feel positive about themselves and others.

2. Definition of Bullying

- 2.1. Bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- 2.2. Bullying can take many forms and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation or because a young person is adopted or has caring responsibilities.
- 2.3. Bullying might be motivated by actual differences between young people or by perceived differences.
- 2.4. Stopping violence and ensuring immediate physical and emotional safety and well-being is Our organisation 's first priority.
- 2.5. Types of bullying include:
 - 2.5.1. Racism - related to race or colour
 - 2.5.2. Disability - related to special educational needs (SEN) or a disability
 - 2.5.3. Gender
 - 2.5.4. Age
 - 2.5.5. Appearance or health condition i.e. pregnancy and maternity
 - 2.5.6. Sexual orientation i.e. gay, lesbian etc.
 - 2.5.7. Religion or culture
 - 2.5.8. Radicalisation or extremism
- 2.6. Forms of bullying include;
 - 2.6.1. Physical aggression - hitting, kicking, taking or hiding belongings
 - 2.6.2. Emotional - deliberately excluding, being intentionally unfriendly, tormenting looks, spreading rumours.
 - 2.6.3. Verbal - name calling, teasing, insulting, writing or sending unkind notes or messages including cyber-bullying
 - 2.6.4. Psychological - knowing what upsets someone
 - 2.6.5. Cyber-bullying - e-mail and internet chat room misuse, mobile phone threats by text, calls, social media websites
 - 2.6.6. Damaging or taking personal possessions
 - 2.6.7. Extortion

3. Safeguarding our young people

- 3.1. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, our Child Protection policy should be followed.
- 3.2. A vulnerable adult (aged 18 or over) may also be subject to bullying and where there is reasonable cause to suspect that they have suffered, or are likely to suffer, significant harm then our Vulnerable Adults policy should be followed.

4. Bullying outside any of our premises

- 4.1. Staff have the power to discipline young people for misbehaving outside the

premises 'to such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off our premises, such as on Our organisation transport or public transport, outside the local shops or in a town or village centre.

- 4.2. All bullying outside our premises will be investigated and acted on.
- 4.3. The Head of Site will consider whether it is appropriate to notify the police or the anti-social behaviour co-ordinator within the Local Authority (LA).
- 4.4. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

5. Cyber-bullying

- 5.1. The rapid development of, and widespread access to, technology has provided a new medium for virtual bullying, which can occur in or outside our organisation.
- 5.2. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience and more accessories as people forward on content with a click.
- 5.3. The Education Act 2011 gives teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

6. Radicalisation and Extremism

- 6.1. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.
- 6.2. Extremism is defined as the holding of extreme political or religious views.
- 6.3. We will not tolerate extremist activity of any sort, which creates an environment for radicalising individuals and could lead them on a pathway towards terrorism.
- 6.4. Our curriculum promotes respect, tolerance and diversity. Young people are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.
- 6.5. We will ensure that our staff are fully informed through staff training days of the threats, risks and vulnerabilities that are linked to radicalisation and that they are aware of the process of radicalisation and how this might be identified early on.
- 6.6. On rare occasions, staff may have cause for concern regarding extremism due to a young person's behaviour, comments or activities. All staff have a duty to ensure that extremism is not tolerated or promoted on our premises. The Designated Safeguarding Lead (DSL) will be notified along with the Head of Site if any such concerns arise. Our organisation will liaise with the appropriate authorities as may be necessary.
- 6.7. There are a number of behaviours which may indicate a young person is at risk of being radicalised or exposed to extreme views. These include:
 - 6.7.1. spending increasing time in the company of other suspected extremists
 - 6.7.2. changing their style of dress or personal appearance to accord with the group
 - 6.7.3. day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause

- 6.7.4. loss of interest in other friends and activities not associated with the extremist cause
- 6.7.5. attempts to recruit others to the group/cause
- 6.7.6. communications with others that suggest identification with a group, cause or ideology
- 6.7.7. using insulting or derogatory names for another group
- 6.7.8. increase in prejudice related incidents committed by that person. These may include:
 - 6.7.8.1. Physical or verbal assault
 - 6.7.8.2. Provocative behaviour
 - 6.7.8.3. Damage to property
 - 6.7.8.4. Derogatory name calling
 - 6.7.8.5. Possession of prejudice related material
 - 6.7.8.6. Prejudice related ridicule or name calling
 - 6.7.8.7. Inappropriate forms of address
 - 6.7.8.8. Refusal to co-operate
 - 6.7.8.9. Attempts to recruit to prejudice related organisations

6.8. Condoning or supporting violence towards others

6.9. All incidents of such behaviours will be reported directly to the Head of Site and fully investigated.

7. Violence and Gangs

- 7.1. Our organisation has a duty and responsibility to protect our young people and to ensure that they feel safe at all times. Young people are encouraged to be aware of how to keep themselves and others safe and understand what unsafe situations are.
- 7.2. Our organisation will not tolerate violence or gangs and will challenge such aggressive behaviour to prevent the recurrence of such behaviours.
- 7.3. We will work with local partners, such as the police and youth offending teams, to prevent anti-social behaviour or crime.
- 7.4. All incidents of such behaviours will be reported directly to the Head of Site and fully investigated.

8. Prevention

- 8.1. Our response to bullying should not start at the point at which a young person has been bullied. Our organisation has developed a more sophisticated approach in which staff proactively gather intelligence about issues between young people which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This involves talking to young people about issues of difference in lessons, through dedicated events or projects, through pastoral groups and dedicated intervention sessions and through assemblies.
- 8.2. Staff will be able to determine what will work best for the young person, depending on the particular issues they need to address.
- 8.3. Our organisation has an ethos of good behaviour where young people treat one another and the staff with respect because they know that this is the right way to behave. Values of respect for staff and other young people and a clear understanding of how our actions affect others permeate the environment of the whole organisation and are reinforced by staff and young people who set a good

example to the rest.

9. Intervention

- 9.1. Our organisation will apply disciplinary measures to young people who bully in order to show clearly that their behaviour is wrong.
- 9.2. Disciplinary measures will be applied fairly, consistently and reasonably taking account of any special educational needs or disabilities that the young person may have and taking into account the needs of vulnerable persons.
- 9.3. Our organisation will consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator, and will support the young person where this is the case.

10. Our organisation will:

- 10.1. Involve parents to ensure that they are clear that Our organisation does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied.
- 10.2. Take any complaint about bullying seriously and resolve the issue in a way that protects the young person, and reinforce the value of good behaviour at home.
- 10.3. Involve young people in understanding Our organisation's approach and in being clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- 10.4. Regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- 10.5. Implement disciplinary sanctions to reflect the seriousness of the incident so that others see that bullying is unacceptable.
- 10.6. Openly discuss (where appropriate) differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality including young people with different family situations, such as looked after children or those with caring responsibilities.
- 10.7. Teach young people that using any prejudice based language is unacceptable.
- 10.8. Use specific organisations or resources for help with particular problems.
- 10.9. Provide effective staff training which includes covering the legal responsibilities regarding bullying, dealing with gangs, radicalisation and extremism, how to solve problems and where to seek support.
- 10.10. Work with the wider community such as the police and social services where bullying is particularly serious or persistent and where a criminal offence may have been committed.
- 10.11. Work with other agencies and the wider community to tackle bullying that is happening outside the organisation.
- 10.12. Make it easy for young people to report bullying, on or off our premises, including cyber-bullying, so that they are assured that they will be listened to and incidents

will be acted on.

10.13. Create an inclusive and safe environment where young people can openly discuss the cause of their bullying, without fear of further bullying or discrimination.

10.14. Celebrate success and good behaviour.

10.15. Take part in anti-bullying week activities.

11. Recording incidents

11.1. Our organisation will adopt a consistent approach to monitoring bullying incidents and will evaluate whether our approach is effective.

11.2. Our organisation will record incidents of bullying so that we can monitor incident numbers and identify if bullying is recurring between the same young people.

11.3. Incidents of bullying will be logged on the Our organisation database and via the ENORMI (Notification of Racially Motivated Incidents) LA system

12. Reporting incidents

12.1. Young people and parents can report bullying by:

12.1.1. Talking to someone they trust

12.1.2. The Our organisation websites - SHARP, CEOYP, STOP IT

12.1.3. Posting a form into the worry box situated near reception on each site

13. Dealing with incidents

13.1. Our organisation has a consistent approach to bullying and the following measures will be undertaken:

13.1.1. Cause for concern form completed and passed to the Head of Site

13.1.2. Discussion with young person(s) who is the alleged bully to enable them to correct their behaviour

13.1.3. Victim counselled and offered support and assistance if required

13.1.4. Formal discussion with Head of Site

13.1.5. Parents informed and a meeting arranged where necessary

13.1.6. Report through the LA's E-NORMI system

13.1.7. Report to Governors via the Safeguarding Board

13.1.8. Appropriate sanctions put into place

14. Sources of Reference

14.1. This policy takes into account:

14.1.1. Equality Act 2010

14.1.2. The Education and Inspections Act 2006

14.1.3. Independent School Standard Regulations 2010

14.1.4. Children Act 1989

14.1.5. Education Act 2011

14.1.6. DfE Guidance Addressing Youth Violence and Gangs

15. Other Useful Documents

15.1. Behaviour policy

15.2. Restrictive Physical Intervention policy

15.3. Allegations of Abuse Against Staff policy

15.4. Whistleblowing policy

15.5. Compliments and Complaints policy

- 15.6. Child Protection policy
- 15.7. Please refer to the First Aid policy
- 15.8. Health and Safety policy