

Anti Bullying Policy

Introduction

This policy has been written in line with the Safer NEL Online Safety and Anti-Bullying Strategy 2019-2021.

Bounce back promotes a culture of safeguarding and are committed to protecting children and young people, all of whom have a right to feel safe within their community and at school.

This policy has also been written by listening to student, parent and staff voice.

Aims: This policy aims to promote a culture in which bullying is understood and not tolerated.

Objectives:

1. Where and how bullying occurs.
2. How we identify and report bullying
3. Actions taken by our school after bullying has been reported
4. References to legislation, guidance, and other links to Bounce back policies Definitions Online Safeguarding:

As the name suggests, is first and foremost a Safeguarding issue and when broken down into its constituent elements and areas of risk, is fundamentally concerned with behaviours. It is therefore important that we are not side tracked into thinking Online Safeguarding is an Information Technology (IT) issue or that technical measures are the solution to the issues.

Whilst the IT has an integral part to play in contributing to the safeguarding of our Children and Young People, the IT itself is incidental to the issue. Typically, individuals often associate Online Safeguarding with Online Grooming, Cyberbullying or inappropriate images/video, however, there is also a much broader and developing agenda particularly in relation to the growth of Social Media including Information Privacy, Sexting, and Gaming addiction, Radicalisation, Self-generated content and numerous other risk areas.

In line with this, Online Safeguarding is an increasingly common thread running across a number of related and already embedded areas such as Child Sexual Exploitation (CSE), Anti-Bullying, Anti Social behaviour and the Radicalisation of young people amongst others. Bullying: The Department of Education 2017 definition outlines Bullying as a "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences." The Anti-Bullying Alliance defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

It can happen face to face or online"

There are the key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional Bullying behaviour can be:
 - Physical – pushing, poking, kicking, hitting, biting, pinching etc.
 - Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
 - Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
 - Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social
 - media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Bullying is considered a safeguarding issue and is reported to the LEA where appropriate.

1. Where and how bullying occurs Behaviour Personal aspects Social aspects Criminal behaviours
Verbal bullying Deliberately intended to hurt, intimidate, frighten harm, or exclude a person or group.

- Name calling
- Belittling comments, jokes or verbal attacks based on appearance, disability, home situation, family, race, culture, income, class, religion, faith, sexual orientation or gender
- Teasing
- Hurting people's feelings
- Sexual harassment
- Making personal threats
- Alienating a person from their friends or social groups
- Damaging a reputation
- Excluding and not including in small or larger group activities
- Spreading rumours
- Using sexually abusive or suggestive language or images to exclude/harass/intimidate a person or group
- Malicious gossiping
- Coercing people or daring them to do illegal acts

- Inciting others to do dangerous things
- Inciting hatred towards an individual or group based on faith, race, sexual orientation or towards those with special needs or disabilities Non-verbal bullying Deliberately
- Intimidation through gesture
- Setting someone up to take the blame publicly
- Theft
- stalking intended to hurt, intimidate, harm or exclude a person or group.
- Hiding, stealing or damaging someone's personal belongings
- Dirty looks
- Sending written threats
- Shunning someone – not speaking with or interacting with them
- Deliberately doing something bad to get someone in trouble. Physical bullying
- A direct physical attack on a person.
- An indirect attack on property or belongings.
- Beating
- Biting
- Choking
- Kicking
- Punching
- Shaking
- Tripping
- Spitting
- Strangling
- Hitting / slapping
- Poking
- Throwing
- Ignoring
- Shoving
- Urinating
- Groping or unwanted touch Embarrassment or public humiliation Group bullying is when a child or young person is outnumbered or picked on in some of the following ways:
- Blocking the way

- Forced to participate in initiation rites
- Forced to do unwanted things in front of others
- Having belongings destroyed, stolen and/or ridiculed.
- Demanding money
- Leaving someone out, so they have to play on their own.
- Extortion with threats
- Sexual abuse and sexual violence
- Threatening with a weapon
- Using a weapon to inflict harm (assault)
- Physical assault
- Stealing
- Happy slapping
- Criminal damage Bullying involving technology

The majority of verbal and non-verbal behaviours can be carried out using new forms of technology therefore bullying of this nature takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It can be carried out anonymously, sending threatening or intimidating comments via:

- Email
 - Text messages
 - Internet forums
 - Making malicious or prank phone calls
 - Instant messaging
 - Internet chat rooms
 - Personal websites
 - Creating web pages which aim to psychologically and / or physically threaten or socially damage
 - Taking embarrassing or humiliating pictures or video clips on mobiles phones which may also be sent to or shared with others
 - Setting up or contributing to online forums or websites, where users post malicious comments about a person or a group
 - Prolonged campaigns of harassment may occur aimed at both students and staff
 - Evidence of strong transition i.e. those who have been bullied can go on to become a perpetrator
- Using any of these technological methods to threaten intimidate or harass an individual or group. Flash mobbing at a designated place with malicious intent is a criminal offence.

an individual or group.

Where bullying that takes place outside of the alternative provision setting and is reported to staff, it should be investigated and acted on.

The senior leader should also consider whether it is appropriate to notify the police of the action taken against a student. If the actions reported could be criminal or pose a serious threat to a member of the public, the police should always be informed.

2. How we identify and report bullying Safer NEL outline their first strategic priority as follows:
Strategic Objective

1: Safer Management To support and ensure partner agencies develop robust and effective policies practices and procedures to safeguard children and young people against on line risks and bullying. Our school will support this, through an effective reporting procedure and the way in which we report and analyse data on bullying. Incidents of bullying can be reported by students, staff, parents, or visitors. All reports of bullying will be taken seriously.

All incidents of bullying are recorded on our Child Protection Online Management System (CPOMS) and tagged as 'Bullying incident'. This ensures that the Designated Safeguarding Lead for our provision [is aware of all incidents, which are passed onto the Family and Student Support Team (FASST) to ensure that they are resolved appropriately.

Each half term, an identified member of the team, analyses all incidents for that half term, to identify any developing issues and to minimise risks. This data is then reported on to the local authority where appropriate. Actions taken by the provision in response to a reported incident of bullying All staff at our provision have a responsibility to tackle bullying.

When incidents of bullying are reported they are taken seriously and investigated thoroughly. The exact response will be determined by the incident and the child's individual needs.

Support for the victim:

- Immediate action is taken to stop the incident and ensure that the child is safe
- Ensure the victim is actively listened to and given time and reassurance that they have done the right thing in reporting it.
- Reassurance that the victim is not responsible for what has happened to them
- Informing parents at the earliest opportunity and keeping parents up to date with any further developments
- Strategies in place to prevent further incidents e.g. closer supervision of groups and individuals at recreation times.
- Restorative conversation with the bully. Actions towards the perpetrator
- Time out for the perpetrator with staff to support understanding of the situation.
- 1:1 supervision during the day to minimise the risk of further incidents
- Loss of privilege e.g reward time
- Liaison with PCSO or referral to other agencies if necessary
- Meeting or telephone call with parents to discuss the nature of the incident
- Leaving time between action and discussion – cooling off period.

- Immediate cause/effect sanction. E.g loss of a break time to reflect on incident with staff member.

Staff training: All staff receive training in identifying bullying and at our school procedure for reporting, support and follow up of an incident within their first six months of employment.

Online training forms part of the training and is available through the Anti-Bullying Alliance website. Due to the nature of some of our childrens complexities, we recognise and acknowledge that consideration must to made regarding intent of actions of the 'bully' and perceptions of the 'victim'.

It may also be more appropriate to have targeted support to build on skills required for making friends and developing positive social relationships with peers.

We recognise that sanctions should not include loss of entitlements or contravene their rights of liberty.

Our provision is also committed to ensuring that all children and young people receive a curriculum which promotes a respectful, and caring ethos in preparation for adult life.

- Anti-bullying week is celebrated nationwide annually each November
- Key Legislation and guidance
The Equality Act 2010 A key provision in the Equality Act 2010 is the Public Sector Equality Duty (OPESD) which came into force on 5th April 2011.

It protects people from discrimination on the basis of 'protected characteristics'. This includes a duty on provisions to ensure that any cases of bullying are dealt with equally and firmly.

Protected characteristics are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Age
- Gender
- Sexual orientation
- Marriage status

The Department for Education has published specific guidance on bullying including homophobic and transphobic bullying and bullying related to sexual orientation, transgender, disability, race and religion. Other key legislation

- Keeping Children safe in Education 2022
- Education for a connected world framework
- Be Internet Legends, safety curriculum with PSHE for Key Stage 2
- UK Safer internet safety – appropriate filtering and monitoring
- National Education Network guidance on E security
- UKCCIS Online safety in schools and colleges: Questions for Governing Board

- D of E Preventing and Tackling Bullying 2017
- Anti- Bullying Alliance
- The Education and Inspections Act 2006
- Independent School Standard Regulations 2010
- Child Protection & Safeguarding Policy
- Positive Behaviour Policy
- Curriculum
- PSHE
- 14th April 2023 Review Date: April 14th 2024