

# Anti Bullying Policy

## **Policy Review**

The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **19<sup>th</sup> February 2015**

Last review date: 2nd August 2021

Date of next review: **1st August 2022**

Signed

Date 2nd August 2021



Craig Dembicki  
Managing Director  
Education 1st

**Purpose:**

Providing a safe and happy learning environment is integral to achieving the wider objectives of Education 1st improvement: raising attainment, improving Education 1st attendance; promoting equality and diversity; and ensuring the wellbeing of all members of the Education 1st community. If a student feels safe at Education 1st, they are in a much better position to realise the five outcomes of Every Child Matters — they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.

**Definition of bullying**

Bullying is considered to be behaviour that is repetitive, willful or persistent, intentionally harmful, carried out by an individual or a group. As a result there is an imbalance of power leaving the victim feeling defenseless.

(Anti-Bullying Alliance definition)

**Key characteristics of bullying:**

- Repetitive and persistent
- Intentionally harmful (physically and/or emotional)
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence
- Can be direct such as physical aggression or indirect acts such as spreading rumours, ignoring

**Related Policies**

E-Safety Policy

Exclusion Policy

Drugs and Alcohol Awareness Policy

Attitude to Learning Policy

ICT Acceptable Use Policy

Inclusion and SEND Policy

Equality and Diversity Policy

Child Protection and Safeguarding Policy

Complaints Policy

Positive handling Policy

## **Aims of the Anti- Bullying Policy**

We will create an environment where students can grow and flourish without fear; all students have the right to be safe in and out of Education 1st and to be protected when they are feeling vulnerable.

We aim:

- to ensure students learn in a supportive, caring and safe environment, without fear of being bullied
- to demonstrate that the Education 1st takes bullying seriously and that it will not be tolerated
- to take measures to prevent all forms of bullying in the Education 1st and during off-site activities
- to support everyone in actions to identify and protect those who might be bullied
- to clarify for all students and staff that bullying is wholly and always unacceptable
- to demonstrate to all that the safety and happiness of students is paramount
- to promote an environment where young people feel they can trust and tell adults if they are being bullied or know about any bullying of others
- to promote positive attitudes in students and eliminate discrimination
- to ensure all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying
- to ensure that all staff are aware of procedures through regular training.

In addition, this policy sets out a range of proactive strategies, reactive strategies and intervention systems which are in place to: a) prevent, de-escalate and/or stop any continuation of harmful behaviour; b) react to bullying incidents in a reasonable, proportionate and consistent way; c) safeguard the student who has experienced bullying and to trigger sources of support for them; d) apply appropriate consequences to the student/s causing the bullying and ensure they learn from the experience, in some cases through multi-agency support, and using Restorative Approaches and techniques where applicable.

## **Roles and Responsibilities**

We consider that everyone within our alternative provision has a part to play in ensuring that our provision is a “telling” alternative provision. In order to tackle the issue of bullying we recognise that we need a range of strategies to deal with it.

### **Students:**

- a) To tackle bullying we need to establish an ethos of being a “telling” alternative provision. All of our students have an important role in ensuring that our policy is effective by reporting bullying incidents to members of staff. Students should support the alternative provision policy by not being bystanders when they see and hear incidents of bullying within the provision environment.
- b) All students must consider the wishes and feelings of other members of the alternative provision community in regard to their own behaviour with specific awareness of how bullying behaviour may adversely affect the emotional well-being of others.

### **Staff:**

- a) Staff have a crucial part to play in ensuring that students feel safe to learn. Staff will play an active role by addressing any incidents of bullying which are reported to them. Incidents will be recorded and plans for supporting students and monitoring behaviour implemented, working in partnership with parents and carers at all times. Education 1<sup>st</sup> will be involved in National Anti- Bullying Week and staff will deliver

sessions to inform students, develop greater awareness and ensure students are equipped with the skills to deal with bullying if they are a target of it or see it within the provision.

b) All staff have a responsibility to ensure that this policy and the procedures within it are fully implemented. Staff training and induction give the opportunity to reflect on the issues surrounding bullying and have an understanding of how the alternative provision policy is reflected in its practice.

#### Parents/Carers:

a) Parents/carers have a responsibility to report any incident of bullying behaviour to a member of the provisions staff and allow the person investigating the incident the time to ensure it is a full and accurate investigation which ensures student safety remains uncompromised. The role of parents/carers in supporting their child to develop the range of social and emotional skills which minimise the chances of their child bullying cannot be underestimated.

#### **Proactive Strategies**

The culture and ethos of our alternative provision must support students and staff in dealing with bullying. The following proactive strategies are designed to prevent bullying happening:

Advice and guidance is made available to students on the dangers of sharing personal and inappropriate pictures through social media and mobile phones (sexting)

Sharing of information with students and parents on how to prevent and respond to cyberbullying when it occurs.

Anti-bullying week (ABW) events in November of each year

Adult modelling of positive relationships

A restorative culture and ethos that supports the development of social and emotional well being

Sharing information with commissioning Education 1sts/PRUs through the referral process

#### **Cyberbullying**

This differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity and the profile of the person doing the bullying. New technologies have meant that students are likely at some point to be a target of cyberbullying. This technology includes: mobile phones, instant messenger, chat rooms and message boards, email, webcams and social network sites and can result in:

- Threats and intimidation
- Harassment or “cyberstalking”
- Vilification/defamation • Exclusion or peer rejection
- Unauthorised publication of private images or information
- Manipulation

It is important to recognise that cyberbullying can constitute a criminal offence in the UK, if it is considered to be a form of harassment. The rapid development of, and widespread access to, technology has provided a medium for “virtual” bullying, which can occur in or outside of provision. The wider search powers included in the Education Act 2011 have given Education 1st’s 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.

Sexting and the sharing of inappropriate pictures:

Sexting is a growing means of communication and relationship building by young people. However, the sharing of such images can often lead to bullying when images are shared without consent and verbal and other cyber bullying behaviours follow. The emotional damage that young people who find themselves in this situation suffer is a cause for concern for parents/carers and the alternative provision and as such Education 1st will investigate any matter brought to our attention. The sharing of these kinds of images is illegal and we will always work in partnership with the Police.

Specific sanctions for cyberbullying may include:

- a) Confiscation of the mobile phone if it is used to contravene the Attitude to Learning (Behaviour) and anti-bullying policy (Education and Inspections Act 2006). This may include the deletion of images (or files) on electronic devices, including mobile phones. The provision will use its power to search students' belongings if it has cause to believe that cyberbullying has taken place. The disruption and emotional impact that cyberbullying has on students in provision following cyberbullying out of provision will be dealt with in partnership with parents and carers, and where necessary, the Community Police Team
- b) Guidance issued to Education 1sts in July 2013 by the Department for Education makes it clear that where incidents of any type of bullying, including cyber-bullying, take place outside of the Education 1st premises and are reported to us, it is important that we investigate and take appropriate action. Education 1<sup>st</sup> will investigate all complaints made by parents, carers or students and will, where necessary, impose sanctions

### **Reporting and recording incidents of bullying**

Students are able to report bullying to us through a 1:1 conversation with any member of staff. Parent/Carers are encouraged to talk to any member of staff if they have concerns regarding their child. All reported incidents will be fully investigated within a reasonable period of time. Any investigation needs to be done in a manner which ensures the target of the bullying feels safe about the process and the outcomes which may result from it.

### **Keeping records of bullying incidents will enable us to:**

- a) Manage individual cases effectively
- b) Monitor and evaluate the effectiveness of strategies
- c) Celebrate the anti-bullying work of the provision
- d) Demonstrate defensible decision-making in the event of complaints being made
- e) Engage and inform multi-agency teams as necessary. Details of the types of bullying, the length of time it has been happening, the sanctions applied for the behaviour, the agreed way of monitoring the outcomes and the involvement and notice to the bullying students' parents/carers will all be recorded in student files. This information will be entered onto the student's behaviour record.

Bullying data will be used to:

- a) Create evaluation reports for students, parents/carers and staff in order to demonstrate openness and to celebrate progress
- b) Inform Management Team in order for them to monitor the anti-bullying work of the provision
- c) Inform the commissioning body and LA

### **Sanctions**

We have a responsibility to ensure that sanctions are applied fairly, proportionately, consistently and reasonably, taking into account any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable students. Bullying by children with disabilities or SEN is no more

acceptable than bullying by other students and it should be made clear that their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, we must take account of the nature of the student's disability or SEN, and the extent to which the student understands and is in control of what he/she is doing.

Disciplinary sanctions have three main purposes:

a) To impress on the perpetrator that what he/she has done is unacceptable. b) To deter him/her from repeating that behaviour. c) To signal to other students that the behaviour is unacceptable and deter them from doing it.

The consequences for bullying should reflect the seriousness of the incident. We wish to ensure that our sanctions address bullying behaviours in a way which does not lead to escalation but resolution, and which gives the best chance that bullying behaviour will not be repeated.