



Anti-Bullying Policy (Secondary)

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Author	Head of Centre (Secondary)
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Version Control

Version	Author	Date	Changes
Final V 1.0	Executive Headteacher	April 2024	Reviewed
Draft V 1.1	HR Director	13/08/2024	Updated to reformat and include version control and reference number.
Draft V 1.2	Head of Centre (Clifton)	September 2024	Updated to reflect current practice and change of personnel. Separated primary from secondary. Update key personnel.

1. Aims

We aim to provide a supportive, caring, and friendly environment which allows all our learners to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our learners to act safely, and feel safe, in and outside of provision – we do not tolerate any form of bullying and we are committed to preventing and tackling it.

We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our learners to resolve these ‘relational conflicts’ and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our learners, parents/carers and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our provision.

Headteachers have a legal duty under the provision standards and Framework act 1998 to draw up procedures to prevent bullying among learners and to bring these procedures to the attention of staff, parents, and learners. Under the Education Inspections bill 2006 the duties are extended to include preventing/responding to bullying that happens outside provision, where it is reasonable to do so.

We also have a duty to ‘safeguard’ and promote the welfare of learners (Education act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by learners (‘Safe to Learn’ DCSF 2007) (Coalition Government documents and law-equality Act 2010, Education Act 2011)

We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate. This policy has been developed to reflect the most recent [Keeping Children Safe in Education \(KCSiE\) Statutory Guidance](#).

2. Roles and responsibilities

All staff at our provision are aware that children may bully other children, and that this can happen both inside and outside of provision, and online. All staff understand the provision’s Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying. The Executive Headteacher has overall responsibility for the policy and its implementation. They are responsible for appointing an Anti-Bullying Coordinator and liaising with parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinators are responsible for:

- Implementing the policy and monitoring and assessing its effectiveness
- Managing the reporting and recording of bullying incidents
- Coordinating Anti-Bullying training and support for staff and parents/carers where appropriate
- Monitoring the effectiveness of strategies for preventing bullying behaviour

- Safeguarding is the responsibility of all, however all staff, parents/carers and learners need to be aware of who to report to and how to report any safeguarding concerns.

Key Personnel			
Role	Name	Telephone Number	Email Address
Executive Headteacher	Nikita Boydell	07591 657197	nikitaboydell@tbap.co.uk
Anti-Bullying Coordinator	Jo Woolley	07856 997420	jowoolley@tbap.co.uk
Designated Safeguarding Lead (DSL)	Josh Walker	07725 090716	joshwalker@tbap.co.uk
Online Safety	Marcus Griggs	07516 838296	marcusgriggs@tbap.co.uk
HR Director	Sian Cox	07950 102716	siancox@tbap.co.uk
Head of Education	Ethan White	07715 990934	ethanwhite@tbap.co.uk
PSHE Tutor	India Mills	07355 937141	indiamills@tbap.co.uk
The key safeguarding responsibilities within each of the roles above, are set out in Keeping Children Safe in Education			
Local Authority Designated Officer (LADO)			0300 456 0108
Children’s Social Care Referrals:			
Integrated Front Door			0300 456 0108
Out of hours			0300 456 0100
If you believe that a child is at immediate risk of significant harm or injury, you must call the police on 999 .			

3. Principles

Definition of Bullying

We have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is 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.”

Behaviour often associated with bullying

We recognise that bullying can take many forms and can affect any child. It 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). Bullying can be motivated by actual differences between children, or perceived differences. However, we also recognise that incidents may occur between learners, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults.

These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs from bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, learners show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our provision is aware that occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress. Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), learners who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our provision will address the situation and support the learners to resolve any negative feelings. Our provision will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying.

Our provision will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all learners feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider provision community).

What does bullying behaviour look like?

We consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will consider the age and stage of development of the learners involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical - pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, 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 etc.
- Child-on-child sexual violence and sexual harassment
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or gender questioning, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

We understand that bullying is not confined to the provision premises. Bullying can take place outside of provision, on the journey to and from provision and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to learners, parents/carers and families who have experienced any type of bullying whether this has taken place inside provision, outside of provision or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

How to report bullying concerns

At The Provision we want learners, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider provision community. We have clear reporting systems for our provision community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

Bullying can be immediately reported via Safeguard my School. Any visitors will also have access to the URL where they can also report concerns.

Learners, including bystanders/witnesses

We ask that all learners report concerns of bullying or bullying behaviour to a member of provision staff – this can be any member of staff. We talk about trusted adults regularly in class and in tutor time to remind our learners of who they can report concerns to. The member of staff will listen to the learner and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported.

The member of staff will make a formal record of the bullying report on the provision's recording system and other relevant members of staff will be alerted. The member of staff will directly alert the provision's Designated Safeguarding Lead if the report is deemed urgent or if a learner is considered at risk.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', provision staff will still support the learners involved and help them to resolve any concerns.

Parents/Carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying. We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of provision staff.

Following the report and/or the meeting, the staff member will make a formal record of the bullying report on the provision's recording system and other relevant members of staff will be alerted. The member of staff will directly alert the provision's Designated Safeguarding Lead via Safeguard my School, if the report is deemed urgent or if a learner is considered at risk the member of reporting staff will follow this up verbally.

We ask that parents/carers come directly to the provision with their concerns rather than discussing them with other members of the provision community in person or online. Our provision remains committed to supporting learners and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict',

provision staff will still support the learners involved and help them to resolve any concerns. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

Staff

Our staff work closely with our learners and therefore may notice a change in a learner's behaviour or attitude that might indicate that something is wrong before receiving a report from a learner or a member of the provision community. If staff have any concerns about a learner's welfare or are concerned that a learner is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

Visitors

We ensure that all visitors to our provision are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to. We ask that if a visitor to our provision has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the provision's Designated Safeguarding Lead/a member of the SLT. We ask that visitors report their concerns in person immediately or via Safeguard my School, the URL for this can be found on the back of the visitors lanyard.

The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the provision's recording system and other relevant staff members will be alerted. The member of staff will directly alert the provision's Designated Safeguarding Lead if the report is deemed urgent or if a learner is considered at risk.

How our staff will respond to reports of bullying

All reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our provision remains committed to supporting all learners who have been involved and affected.

Our provision keeps records of all reports of bullying. This information is stored on our provision's recording system. These records are used to identify trends and inform our provision's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns. Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis.

Some of our provision's responses may include, but may not be limited to:

- Talk to all learners involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses.
- Talk to the parents/ carer (of the target and/or the alleged perpetrator).
- Implement appropriate sanctions in accordance with our provision's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate.
- Liaise with the wider community if the bullying is taking place off the provision premises (e.g., the Police, Local authority etc.).
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a learner, a parent/carers/guardian, a member of staff or visitor, or another member of the provision community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-provision community etc.).
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to Integrated Front Door.
- If a parent/carers is not satisfied with our provision's actions, we ask that they follow our provision's complaint policy and procedures. This is available online from our provision website and on request from the provision office.

Strategies for preventing bullying

At The Provision, we are committed to the safety and welfare of our learners, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

The strategies we use include, but are not limited to:

- Through the provision's ethos of 'F R E E'.

- Ensuring that the provision actively promotes the celebration of difference and diversity through the provision's tutor SMSC activities.
- Robust PSHE curriculum for all learners.
- Taking part in Anti-Bullying week annually (November).
- Specific curriculum inputs for online safety and cyberbullying.
- Opportunities for learners to share their voice and opinions – through surveys etc.
- Specific initiatives for identified individuals or groups.
- Anti-Bullying page on the provision website.
- Regular staff training and development for all staff.
- Visits from external agencies.
- All staff model expected behaviour

4. Breaches / Complaints

Breaches to this policy will be dealt with in the same way that breaches of other provision policies are dealt with, as determined by the Executive Headteacher. If a parent/carer is not satisfied with our provision's actions, we ask that they follow our provision's complaint policy and procedures. This is available online from our provision website, and on request from the provision office.

5. Links with other Policies

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy:

- Behaviour Policy - Includes details about the rewards and sanctions for learners
- Safeguarding and Child Protection Policy - Includes information about child protection procedures and contextualised safeguarding
- Online Safety Policy - Includes information about children's online behaviour and details about online bullying/cyberbullying
- Equality Policy - Includes information about our provision's approach to tackling prejudice and celebrating differences.

Links to prejudice-related language and crime and the protected characteristics.