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# Anti-Bullying Policy

## 50-50 SYNC CIC Specialist Education Provider

<b>Policy Date:</b>	September 2022
<b>Date Ratified by Governors:</b>	September 2022
<b>Next Review:</b>	July 2023

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Our aim at 50-50 SYNC CIC is to provide a positive, safe and caring learning environment for all pupils, staff and visitors to our provision. To achieve this, we support and encourage everybody to be respectful of each other (this includes pupils, staff and visitors) and to report incidents of bullying that they either witness or experience themselves.

We view all forms of bullying as completely unacceptable.

Acts of bullying will be responded to in line with our behaviour policy (as well as the specific guidance below). Bullying, is explored throughout our curriculum and in PSHE/PSHCE sessions Where applicable, managing electronic bullying e.g. cyber-bullying, will also need to be considered alongside our online safety policy.

Our equality policy, with a particular focus on the Protected Characteristics in the Equality Act 2010, is also an important consideration in managing and analysing incidents of bullying.

50-50 SYNC CIC is a multi-cultural and diverse learning environment at the heart of the community. We promote care and respect and expect high standards in all aspects of provision’s life.

As an educational provision, we aim to build a community clearly based on the value of respect, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the provision.

The Proprietor has a legal duty under the Provision Standards and Framework Act 1998 and Education Act 2010 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents/carers and pupils. Our work on anti-bullying forms part of our commitment to the DfE’s aim, as set out in the Guidance *‘Keeping Children Safe in Education’* (September 2020 and amendments Jan 2021).

**We believe that it is everyone within 50-50 SYNC CIC community’s responsibility to aim to recognise and challenging bullying and to deal with incidents quickly and effectively.**

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## Definition of Bullying:

Bullying can take many forms. We take the view that any deliberately hurtful behaviour or action constitutes bullying. It can be a one-off incident or part of a prolonged series of incidents. Any of which can have a serious impact on the emotional and physical wellbeing of a child. The following are examples of what we acknowledge to be bullying- (the list is not exhaustive)

**Physical Bullying:** Violent, aggressive and/or threatening behaviour (fighting, hitting, shoving, tripping up, spitting, kicking, slapping etc.), invading personal space, sexual assault or harassment.

**Verbal Bullying:** Name-calling (including racist, sexist, homophobic, biphobia or transphobic name calling and insults about disabilities or religion), insulting family members and others or making offensive remarks; shouting; causing embarrassment by insulting, humiliating or disciplining in public.

**Indirect Bullying:** (including all forms of electronic and ‘cyber’ bullying) Spreading malicious, nasty rumours about a person, excluding someone from a group, cyber-bullying (e.g. sending malicious or threatening e-mails or messages via social network sites), text messages or voice messages by mobile phone or writing and passing notes that are meant to ridicule and/or intimidate the recipient.

By providing a stimulating and safe environment, the provision will develop in its pupils the skills, attributes and knowledge to maximise their potential and encourage them to contribute positively to society.

## How we will work to reduce and prevent bullying:

We will actively challenge bullying in line with our clear expectations of positive behaviour. We use the 50-50 LAB intervention and framework throughout the provision and our curriculum, which is based on promoting positive character skills and rewards pupils for their positive approach to others.

The provision will work consistently to promote an anti-bullying message to learners. Bullying will always be treated as a problem and a 'problem solving' approach adopted. It is important that we do not bully the bullies. If there are repeated incidents, we will look at different ways to work with that pupil through a restorative approach as well as using approaches outlined in our Behaviour and Mood Management policy. Learners must recognise that the provision will not accept bullying.

All staff will praise and encourage positive behaviour and will recognise and promote examples of caring and co-operative relationships. This will be monitored, measured and assessed through the 50-50 LAB framework.

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Through our own behaviour and attributes, we will show how much we respect every learner in our provision and how we appreciate and tolerate diversity and difference.

We will consistently remind our learners that we are committed to providing an environment where all children feel accepted and valued and where they can learn together in safety and security.

These positive strategies will be exemplified in all of our interactions with pupils and we will explicitly teach topics as part of our tutorial curriculum that are aimed at promoting understanding of bullying and the harm it can do. Through these areas of the curriculum, we will also teach assertive strategies and skills for pupils to draw on.

- We will ensure that any sanctions imposed are fair and appropriate and understood by other learners.
- We will use Self Reflection sessions to promote our positive ethos and to make all pupils aware of this anti-bullying policy.
- Taking part in the national ‘anti-bullying week’ each year.
- Awareness through regular, relevant meetings and lessons.
- Drama/role play activities.
- Each curriculum area will - where appropriate - incorporate this anti-bullying message into their teaching and learning practice.
- Ongoing staff training to recognise and deal with bullying, including on specific areas such as homophobia, transphobia, biphobia, religious diversity, Islamophobia, disability discrimination and racism.
- Encouraging the whole-provisions community to model appropriate behaviour towards one another.
- Displaying Childline/NSPCC/Stonewall posters around the schools and on the pupil Safeguarding Board.
- A log of incidences of bullying will be kept and a record of the incident will be recorded.

## How can families help?

Parent/carers have an important part to play in preventing and responding to bullying.

We ask parents to look out for unusual behaviour in their child – for example not wanting to attend school, regularly feeling ill, being overly quiet, isolating themselves.

We ask that caregivers always take an active role in their child’s education, enquire how their day has gone and who they have spent time with. If a parent/carer feels their child may be a victim of bullying, they must inform the referring school as well as our provision.

This information will be taken seriously and appropriate action will follow.

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**If as a parent/carer you feel another child has bullied your child, we ask that you do not approach that child or their family. Instead, please inform us immediately. It is important that parents/carers do not advise their child to fight back or to repeat the bully’s behaviour.**

This will only make the situation worse.

It is important to never tell a child it is their fault they are being bullied.

It is hugely helpful for parent/carers to support children in asking for help.

## **How we will respond to allegations and incidents of Bullying?**

Allegations and incidents of bullying at 50-50 SYNC CIC provision will be taken seriously by all staff and dealt with impartially and promptly.

All of those involved will have the opportunity to be heard. Staff will support all pupils involved whilst the allegations and incidents are investigated and resolved.

The following robust, but flexible, procedures are always followed:

1. Incidents of reported bullying need to be reported to a Senior LAB Manager. This will usually be via a LAB Tutor or family member.
2. Depending on the incident, an appropriate member of staff will speak to all pupils involved about the incident separately or if appropriate as a group. This will be reported to the relevant Lead Director based at the provision.
3. The problem will be identified, and possible solutions suggested, which may include:
  - mediation
  - restorative justice
  - drama activities which will move pupils on from having them justify their behaviour asking the bully/bullies to genuinely apologise supporting the bully/bullies, through their LAB tutor to understand and change their behaviour sanctions, including exclusion, as per our Mood management and Behaviour policy.
4. In the unlikely event the bullying continues, or in more serious cases of bullying, families will be invited into the provision for a meeting to discuss the problem and in very rare cases, mediation/restorative justice meetings with both families and pupils present may be used to resolve the issues.

## **How we will deal with incidents of Cyber bullying:**

When responding to cyberbullying concerns, the provision will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying through the processes detailed above.

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- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- I. looking at use of the provision systems;
  - II. identifying and interviewing possible witnesses;
  - III. contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Requesting the deletion of locally held content and content posted.

The provision will then follow the processes outlined above, however, in some cases the police may be informed if a criminal offence has been committed or the online bullying persists.

All incidents of bullying are logged by category on the provisions' electronic data management system and analysed in Directorship meetings.

Actions from this analysis (e.g. staff training, timetable changes, specific support plans, etc) are then implemented as appropriate to reduce, eradicate or prevent further cases of bullying.

## ALLEGATIONS FROM PUPILS AGAINST OTHER PUPILS

In most instances, negative conduct of pupils towards each other will be covered by this policy and the Mood management and Behaviour policy.

However, some allegations may be of a more serious nature and raise safeguarding concerns.

Allegations made against another pupil may include physical abuse (e.g. violence, particularly pre-planned; forcing the use of drugs or alcohol), emotional abuse (e.g. bullying, blackmail, extortion, threats, intimidation), sexual abuse (e.g. indecent exposure, touching, sexual violence and sexual harassment, sexting, forcing the watching of pornography or up skirting, which is a criminal offence and typically involves someone taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm and/or sexual exploitation (e.g. photographing or videoing indecent acts).

Sexting is sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet. If any devices need to be seized and passed onto the police, then the device(s) will be confiscated, and the police officer will be contacted.

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The device will be turned off and placed in the safe until the police are able to come and retrieve it.

In this case, the allegation will be logged using our safeguarding system and will be dealt with as a safeguarding concern by our designated safeguarding lead.

Further guidance on this area can be found in our Child Protection and Safeguarding Policy.

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## 1. Purposes

The purpose of this policy statement is to make clear to the pupils, staff, parent/carers and stakeholders that bullying is a form of anti- social behaviour that the provision considers inappropriate and unacceptable in all its forms. We expect all members of our community to accept our definitions of bullying and to work actively with us to eradicate any form of bullying from the experience of staff and learners.

Bullying can include any sort of physical, mental or emotional intimidation of any person by another person (or group) which causes anxiety or damage to the victim. Such behaviour is unacceptable by any member of the provision as no person has the right to make another feel uncomfortable, unhappy or stressed.

Bullying consists of actions such as physical intimidation - bullies get involved in hitting, kicking, taking or hiding someone's belongings, spitting, pushing or physically threatening someone. The person who is being bullied may have experienced being touched by someone against their will, being sexually harassed or feeling pressurised into doing something they don't want to.

Bullying can be experienced through verbal abuse - bullies demand money or possessions, tease others to torment them, pick on people because of their race, gender, sexual orientation, social class or their personal appearance, and bullying also includes taunting others about any disability or their performance or ability at the provision.

Some learners are bullied through being called racist names or being called any names that cause hurt and humiliation.

Indirect abuse - spreading hurtful rumours or stories, sending notes or writing graffiti about someone, mocking, excluding someone from friendship groups.

## 2. Implementation

Bullying is a serious matter and any incidents will be dealt with, as laid down in the anti-bullying procedures. The premise underpinning these procedures is that learners will always be listened to by an appropriate member of staff when reporting incidents of bullying.

### **Expectations of staff**



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Every member of staff at 50-50 SYNC CIC is expected to look for signs of bullying as part of their academic and learner support roles and responsibilities.

Members of staff will be alert to and give notice about patterns of attendance and lateness to the Provision or to lessons, patterns of sickness, how new pupils are received by others or changes in friendship groups.

Subject Tutors will be suspicious of any sudden drop in achievement, note instances of withdrawn behaviour and be mindful of unintended consequences when organising groups or teams.

Members of staff on patrol carry out duties patrolling areas of the school, including those not normally observable and note any isolated pupils or instances of inappropriate behaviour.

The relevant staff will ensure that there is action taken in any situation where parent/carers are suspicious that their child may be being bullied.

All incidents will be reported by Tutors and staff to the identified person within the provision.

### **Expectations of pupils**

Pupils will be encouraged to follow a code for reporting any incidences of bullying as follows:

If you know about someone who's being bullied or you are being bullied yourself you must tell someone or tell your parent/carers, tell your Tutor or any other member of provision staff or tell a friend.

If it is urgent or you are frightened tell the nearest adult you can. If someone is busy ask when you can see them. In any situation which is threatening or dangerous walk away and get help.

You can help our provision to avoid bullying incidents by being friendly towards people you think might be at risk of getting bullied, by not laughing if someone is being taunted or teased, by never joining in threatening or insulting behaviour and by saying that you don't like what's happening if you see bullying.

## **3. How the policy will be put into practice**

The provision will work consistently to promote an anti-bullying message to learners. Bullying will always be treated as a problem and a 'problem solving' approach adopted. It is important that we do not bully the bullies. If there are repeated incidents, sanctions will need to be employed. Learners must recognise that the provision will not accept bullying.

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All staff will praise and encourage positive behaviour and will recognise and promote examples of caring and co-operative relationships.

Through our own behaviour and attributes, we will show how much we respect every learner in our provision and how we appreciate and tolerate diversity and difference.

We will consistently remind our learners that we are committed to providing an environment where all children feel accepted and valued and where they can learn together in safety and security.

These positive strategies will be exemplified in all of our interactions with pupils and we will explicitly teach topics as part of our tutorial curriculum that are aimed at promoting understanding of bullying and the harm it can do. Through these areas of the curriculum, we will also teach assertive strategies and skills for pupils to draw on.

We will ensure that any sanctions imposed are fair and appropriate and understood by other learners.

We will use assemblies to promote our positive ethos and to make all pupils aware of this anti-bullying policy.

Each curriculum area will - where appropriate - incorporate this anti-bullying message into their teaching and learning practice.

A log of incidences of bullying will be kept and a record of the incident will be recorded. Cyberbullying  
When responding to cyberbullying concerns, the provision will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible.

This may include:

- I. looking at use of the provision systems;
  - II. identifying and interviewing possible witnesses;
  - III. contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

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This may include:

- I. Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content
- II. Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and the provision searching and confiscation policy.
- III. Requesting the deletion of locally-held content and content posted online if they contravene provision behavioural policies.
- IV. Ensure that sanctions are applied to the person responsible for the cyberbullying; the provision will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- V. Inform the police if a criminal offence has been committed.
- VI. Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- I. advising those targeted not to retaliate or reply;
- II. providing advice on blocking or removing people from contact lists;
- III. helping those involved to think carefully about what private information they may have in the public domain.

### **Sanctions for pupils**

In every case the incident of bullying will be taken seriously and the responses can include some or all of the following.

All pupils involved will be interviewed and their statement recorded. This information will always be treated seriously.

The member of staff who has witnessed an incident will make a referral to a member of Directorship who will arrange for all learners to meet together with them. At this meeting the pupils will each be given the opportunity to talk about their perceptions of the incident and their feelings.

The situation between two or more learners requires careful monitoring. Any further incidents must be immediately followed up.

Staff will always be informed and whenever possible involved in the discussion. Parent/carers will be informed of the incidents and any action taken.

In certain cases of repeated bullying the following sanctions will be applied to those pupils who have been carrying out the bullying behaviour.

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A record of the incident will be recorded in the pupil’s file.

The bully will have to apologise to the person bullied and will have to replace or repair any possessions damaged.

They will also have to do something to improve things for the person bullied.

Depending on the severity of the bullying incident one or a combination of the following will apply:

- The bully may be placed in at break or lunchtime and / or put on daily or weekly report.
- She / he may have to be isolated from lessons for a specified limited period.
- In severe cases she / he will be excluded from for a fixed term or in the worst case permanently.
- She / he may be reported to the police if they assault another pupil or member of staff by the Lead Director/Proprietor.

All staff at 50-50 SYNC CIC provision are alert for signs of bullying. Our parent/carers will be able to see signs that may make them suspicious about the possibility of their child being bullied.

The following advice is provided for parent/carers:

- You know your child best and some signs you might see are that he or she is regularly feeling sick or unwell in the mornings or is reluctant to make the journey to and from the Provision.
- Some money or possessions may have gone missing or an item of clothing or a bag gets torn. Sometimes a child wants extra pocket money for no particular reason or has unexplained cuts and bruises.
- You will know if your child has unexplained behaviour changes, e.g. becomes moody, bad tempered, tearful and unhappy.
- Some children stop sleeping or have nightmares and don't want to leave the house.
- Bullying can mean that your child is reluctant to talk openly about Provision friends and what they do at break times.

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## 4. Links with external partners / agencies

We believe that effective partnership working is key to the implementation of our aims, values and policy aspirations. In particular this policy relates to our working closely with community groups, the LA and the local police.

## 5. Monitoring and evaluation

Monitoring activities will focus on the extent to which provision for pupil well-being enables all pupils to learn in a safe and secure environment. Therefore, monitoring and evaluation will include quality of provision and impact in relation to:

- Within and beyond the provision
- Views of pupils, parent/carers
- Views of stakeholders / referring schools / community groups
- Views of ‘hard to reach’ groups
- Views of pupils accessing additional services
- Incidents of bullying
- Incidents of racism
- Incidents of sexism / homophobia
- Religious intolerance
- Feelings of safety / threat / challenge / support

The Directorship is accountable for policy and procedures to support anti-bullying and all staff will adhere to systems for providing evidence in relation to the above criteria for benchmarking improvement.

## 6. Links with other policy areas

This policy should be read in conjunction with the following related policies:-

- Safeguarding and Child Protection Policy
- Behaviour Policy
- E-safety Policy
- Equality and Diversity Policy