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## Anti-Bullying Policy

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<b>Related Policies and Guidance Documents</b>	<ul style="list-style-type: none"><li>• Positive Behaviour Support Policy (515)</li><li>• Staff handbook</li></ul>
<b>Related Regulations</b>	<ul style="list-style-type: none"><li>• Equalities Act (2000)</li><li>• Children's Homes Regulations (2015)</li><li>• Quality Standards (2015)</li></ul>
<b>Annexes and Supplementary Info</b>	None
<b>Responsible Person</b>	Mark Ryder
<b>Responsible Person Signature</b>	<i>Mark Ryder</i>

# Anti- Bullying Policy

## 1. Introduction

Research shows that young people with SEN and disabilities are more likely to be bullied than their peers. Bullying is one of the most damaging forms of discrimination.

SENAD will ensure all service users, young people and Staff in all of our establishments are free from all forms of bullying or harassment.

## 2. Scope

In developing a non-bullying ethos, it is essential that all staff understand that all young people are potentially vulnerable to bullying and that young people with SEN and disabilities may be bullied for a range of reasons but are doubly vulnerable because of:

- Negative attitudes to disability
- Negative perceptions of difference
- Isolation due to disability
- Lack of understanding of what bullying is
- Inability to communicate

We must also take into account that some children and **young people** with SEN and disabilities may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying.

## 3. Responsibilities

### 3.1 Chief Executive Officer

The Chief Executive is responsible for:

- Ensuring the effective implementation of this Policy
- Allocating sufficient resources to enable the Policy to be delivered
- Monitoring the overall effectiveness of the Policy

### 3.2 Directors (Children's Care, Children's Education, Human Resources, Adult Care)

Directors will regularly review policy, procedures and reporting to ensure that this policy is robust and that all incidents are investigated, dealt with and reviewed appropriately.

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### 3.3 Heads of Establishments /Registered Managers

- there are clear procedures for reporting bullying including those which are accessible to all young people
- there is a system for recording incidents of bullying and that staff use it consistently
- all staff receive appropriate training in recognising and dealing with bullying and in disability equality

### 3.4 Department Mangers / Supervisors

- ensure that all staff know and use the reporting & recording system consistently
- monitor the effect of anti-bullying interventions and regularly audit bullying incident
- track all responses to bullying & monitor outcomes

A nominated senior member of staff will be responsible for management, monitoring and review of all bullying issues.

### 3.5 All Staff

All staff have a vital role to play as they are at the forefront of behaviour management and supporting young people's sense of well-being. They have the closest knowledge of the young people and are best placed will ensure that they:

- have the means to communicate their views experiences and concerns
- know who to talk to if they have a concern
- are confident that they will be listened to
- are supported to prevent and deal with bullying
- are supported to understand the impact of their own behaviour on others
- are provided with experiences which help build self-esteem & confidence
- are supported to develop peer friendships
- have regular opportunities to develop social competencies

## 4.0 Policy

### 4.1 Types of Bullying -overview

All forms of bullying activities will be discouraged, acted upon and reported, and will include but not exclusive to the following:

- **VERBAL:** As in name calling or making personal comments.
- **SOCIAL:** For example, not being spoken to or being left out of activities.
- **MATERIAL:** When possessions are stolen or damaged or extortion takes place.
- **MENTAL:** As when pressure to conform is applied.
- **PHYSICAL:** As in harassment or aggression.

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- SEXUAL: As in harassment, aggressive or homophobic bullying.
  - RACIAL: As in harassment or aggression.
  - IMPLICIT: When people feel under pressure to behave in a way which they think will please the perpetrator.

All incidents are to be reported through the correct channels.

#### 4.2 Criminal behaviour

Any forms of bullying that fall into criminal behaviour will be reported to the Police of further investigation, these include:

- VIOLENCE or ASSAULT
- THEFT
- REPEATED HARASSMENT or INTIMIDATION, for example name calling, threats and abusive phone calls, emails or text messages  
hate crimes

Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. This applies to all schools in England and Wales.

#### 4.3 Cyber Bullying

All instances of Cyber bullying will be investigated and reported in the same manner as other forms with acceptance that the SENAD IT team will be required to assist in collation and retrieval of data as required.

Cyber-bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face to- face bullying, with technology providing the bully with another route to harass their target.

However, it differs in several significant ways from other kinds of bullying because of:

- the invasion of home and personal space
- the difficulty in controlling electronically circulated messages
- the size of the audience
- perceived anonymity
- the profile of the person doing the bullying and their target

#### 4.4 Protected Characteristics

Equalities Act (2000), there are specific protected characteristics that are also classed as crimes if breached. SENAD will investigate and report all breaches against the protected characteristics.

##### 4.4.1 Homophobic, Biphobic and Transphobic Bullying

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Homophobic, Biphobic and Transphobic Bullying occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual and transgender people. This is commonly directed at:

- Young people who are lesbian, gay, bisexual, transgender or questioning (LGBTQ+).
- Young people who are thought to be lesbian, gay, bisexual or transgender.
- Young people who are different in some way - they may not act like the other boys or girls.
- Young people who have LGBTQ+ friends, family, or parents/carers are LGBTQ+.
- Teachers, who may or may not be LGBTQ+

#### 4.4.2 Bullying around Race, Religion and Culture

The term racist bullying refers to a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Racist bullying is an aspect of bullying that can be particularly challenging, as prejudice can be deep seated and may be part of an individual family culture or home environment. In schools work to counter racist attitudes and promote an appreciation of diversity & equality should be built into the curriculum. While all occurrences of racist bullying are racist incidents, not all of the latter necessarily amount to bullying.

The law recognises the seriousness of abuse and attacks that are motivated by racism and SENAD, like all public bodies, has a duty at law to promote race equality.

Other protected characteristics covered within the policy:

- Gender Reassignment
- Disability
- Sexual orientation
- Pregnancy /maternity
- Civil partnerships

Bullying can be inflicted by staff, students, visitors, parents, colleagues and both young people and staff are potentially victims. The SENAD Personal Harassment & Bullying Policy for staff is set out in the Staff handbook.

#### 4.5 Prevention measures

SENAD Managers, heads of service will consider:

Carry out Individual risk assessments that rate the potential for a young person to be bullied or display bullying behaviour, deliberately or inadvertently.

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Carry out preventative work that is ongoing and integral to an ethos which puts quality of life and equality of opportunity at the heart of all practice.

Staff will appropriately challenge prejudice and model inclusive attitudes. They should know the extent to which an individual's SEN or disability may lead them to bully or be bullied by others. They will assess the risk and put in preventative measures appropriate to the individual young person.

Programmes for young people will place an emphasis on the development of social communication competencies and include activities and experiences which improve self-esteem, encourage team work and cooperation, and foster peer friendships, both for the bully and the young person being bullied.

The daily curriculum will include both discreet and incidental work on equality and disability awareness.

Attention will be paid to environments which should be organised to minimise anxieties.

Support strategies and skills building targets will be included in Positive Behaviour Support Programmes for young people who bully either deliberately or inadvertently (see policy number 515).

All young people will be involved in the development, monitoring and review of the policy, through classroom discussions, house discussions, school council meetings or other consultation opportunities. To further support review, establishments will ensure parents know what we mean by bullying, what to do about it and what the establishment will do.

#### 4.6 Identifying & responding

Young people should be given accessible information about how to report bullying incidents for themselves. Staff should advocate for young people who are not able to report incidents themselves and report incidents or concerns promptly. Staff should also be aware that bullying can often lead to changes in behaviour which are not otherwise explainable. Staff need to be alert to changes in behaviour and make sure they understand the cause.

Responses to bullying will vary and will be individualised taking into account the needs and abilities of the young people involved. In all cases the victim & perpetrator will be equally supported.

Responses and outcomes will be formally recorded and periodically reviewed.

#### 5.0 Training

All Staff will receive training in relation to types of bullying, procedures for reporting and dealing with any such occurrence.

Periodic refresher training will be undertaken as and when required by the education and training team

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## 6.0 Monitoring and Review

All reported instances of bullying will be correctly investigated, and support and de brief and lessons learnt. Directors of Children’s care, Education, Safeguarding, Human Resources, Adult Care and the Group Health and Safety Officer will regularly review reports and incidents and amend and revise policy, procedures and training as required.