Policy No:
21

Southlands School
Policy and Procedure on

Anti-Bullying

(Safeguarding - Prevention of Bullying)

Prevention of Bullying 2020

® Cambian Group PLC 2014

Policy and Procedure on

Anti-Bullying

Southlands School

Policy Author / Reviewer	Jos Stirling (combined all services policy)
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1. Monitoring and Review

1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

1.1. This policy will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:

John Ivers
Proprietor, Cambian Group
June 2020

Andrew Simmons
Interim Principal
June 2020

2. Terminology and Definitions

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location	This is a generic term which means the Children's Home/school/college. Southlands School is a Residential Special School and Registered Children's Home.
Individual	Means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Southlands School we currently have 52 young people attending and/or residing between the ages of 7 – 19.
Service Head	This is the senior person with overall responsibility for the school. At Southlands School this is the Principal and Registered Manager who is Karen Gaster - and Gavin Woods Registered Manager.
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	Means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Southlands School this is Ofsted/DfE
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

3. Definitions

Definition of Bullying

3.1. Bullying is an interaction between an individual or group of people with a more powerful individual or group which is perceived or intended to cause hurt, pain, suffering, humiliation or degradation.

3.2. Bullying can be defined as a deliberate, unprovoked and a repeated (over time) action to intentionally humiliate, threaten, frighten or hurt an individual or group, physically or emotionally. It is often motivated by prejudice against particular groups, for example, on grounds of race, religion and belief, culture, sex, gender, homophobia, special educational needs and disability (as defined in the Equality Act 2010), or because a child is adopted or is a carer. It may occur directly or through cyber-technology such as social websites, mobile phones, text messages, photographs and email. Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even suicide. Although bullying in itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986. If our staff consider that an offence may have been committed, we will seek assistance from the police. As part of our Behaviour Policy Southlands school believes that all children and adults have the right to live in a supportive, caring environment in which pupils feel safe and free

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from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability (as defined in the Equality Act 2010), and the use of discriminatory language.

3.3.

The Member of Staff with overall responsibility for the prevention of bullying in the school is: Mark Stocker, Prevention of Bullying Coordinator who works in conjunction and is also a Designated Safeguarding Lead.

Mark Stocker (Education Prevention of Bullying Officer as the DSL)

The Member of Staff with overall responsibility for the prevention of bullying in the home is: Lauren Stubley, Prevention of Bullying Coordinator and works in conjunction with Mr Stocker.

Lauren Stubley (Home Prevention of Bullying Officer)

Designated Safeguarding Lead (DSL).
Mark Stocker, Head of inclusion and Engagement
Direct Line: 01590 675350
Email: andrew.simmons@cambiangroup.com

The Deputy Designated Safeguarding Lead (DSL)

In the absence of the DSL inform the Deputy DSL: Kelly McKay, Deputy Head (Head of Education)
Mobile: 07771 331381 (twenty four hours)
Email: Kelly.mckay@cambiangroup.com

DSL for the Southlands children's home: Ryan Thirlwell Head of Care
Mobile: 07415 889226 (twenty four hours)
Email: ryan thirlwell@cambiangroup.com

DSL for the Southlands children's home: David Thomas Head of Care
Mobile: 07920 558126 (twenty four hours)
Email: david.thomas@cambiangroup.com

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3.4. Bullying can be direct or indirect:

3.4.1. **Direct** forms include physical violence or threats; verbal assaults and taunts; the destruction of property; extortion and unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and withdrawal of friendships; excluding and isolating young people; malicious gossip; offensive and threatening texting; spreading rumours and abusive or offensive graffiti. Bullying may also include being forced to become involved in criminal or anti-social behaviour.

3.4.2. **Emotiona**l (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

3.4.3. **Physical** harm or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatening use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.

3.4.4. **Cyber** – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages and phone calls, photographs both real and manipulated and so on.

- Increasingly, bullying is happening through new technology. This can involve sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending or posting offensive or degrading images and videos. 'Cyberbullying' as it is often called, might take the form of 'real world' bullying being played out online. Situations may be deliberately engineered in order to photograph someone in a humiliating way and circulate this online. It can be particularly insidious because of the potential to follow children wherever they are, including in the home.
- "Cyber-bullying is an aggressive, intentional act carried out by a group or individual, using electronic forms of contact, repeatedly over time against a victim who cannot easily defend him or herself." We recognise that the advent of cyber-bullying adds a new and worrying dimension to the problem of bullying as there is no safe haven for the person being bullied. Unlike other forms of bullying, cyber-bullying can follow children and young people into their private spaces and outside school hours. Cyber-bullies can communicate their messages to a wide audience with remarkable speed, and can often remain unidentifiable and unseen. ICT may be used to send threatening pictures or messages to others.
- Seven categories of cyber-bullying have been identified:
  - **Text message** bullying involves sending unwelcome texts that are threatening or cause discomfort;
  - **Picture/video-clip** bullying via mobile phone cameras is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks;
  - **Phone call** bullying via mobile phone uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified;
  - **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
  - **Online grooming**, Chat room and Social Networking Site abuse involves sending menacing or upsetting responses to children or young people.
  - Bullying through **instant messaging** (IM) is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online;
  - Bullying via **websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber-bullying.

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- Because of the anonymity that new communications technologies offer, anyone with a mobile phone or Internet connection can be a target for cyber-bullying. Furthermore, bullies can reach much larger numbers within a peer group than they can with conventional bullying. Vindictive comments posted on a website, for instance, can be seen by a large audience, as can video clips sent by mobile phone. Most cyber-bullying is done by children of the same age. Although it leaves no visible scars, cyber-bullying of all types can be extremely destructive. Research has found that:
  - Between a fifth and a quarter of children have been cyber-bullied at least once over the previous few months;
  - Phone calls, text messages and email are the most common forms of cyber-bullying;
  - There is more cyber-bullying outside school than in;
  - Girls are more likely than boys to be involved in cyber-bullying in school, usually by phone;
  - For boys, text messaging is the most usual form of cyber-bullying, followed by picture/video clip or website bullying;
  - Picture/video clip and phone call bullying are perceived as the most harmful forms of cyber-bullying;
  - Website and text bullying are equated in impact to other forms of bullying;
  - Around a third of those being cyber-bullied tell no one about the bullying.

3.5. Cambian Children's Services takes all form of bullying seriously and is particularly concerned to take action in relation to incidents which include racist, sexist, disability or homophobic elements. In these cases such issues will be specifically addressed with the bully (and his / her parent / carer / staff as appropriate) in the course of incident management.

- **Racist** - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community or group. This is an area where schools are required to keep statistics about incidents.
- **Cultural** – focusing on and/or playing off perceived cultural differences or similar. Sexist – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping on the basis of gender. Sexual - is unwanted or inappropriate physical contact or sexual innuendo.
- **Homophobic** - This is bullying which is directed towards people who are openly gay, bisexual, are perceived as gay, or show characteristics. Heterosexual young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others so sensitivity and positive support is required for victims.
- **Religious** – Attacking faith, belief, religious practice or custom. Special Educational Needs and Disability – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as emotional and behavioural disabilities (EBD) and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).

3.6. **Verbal** - Name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others.

3.7. **Written** – Spreading rumours, writing or printing unkind or malicious on paper.

4. Legal Status:

4.1. Complies with Part 3, paragraph 10 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

4.2. Cambian Group complies with legislation / regulations and requirements under the Quality Standards 2015 Social Care, England Children and Young Persons, England The Children's Homes (England) Regulations 2015. The Health and Social Care Act 2008 (Regulated Activities) Regulations 2015. Care Home (Wales) Regulation 2002, DfE Keeping Children Safe in Education Sept 2018, HM Gov- Working together to safeguard children July 2018.

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4.3. Preventing and Tackling Bullying: Advice for Headteacher, staff and governing bodies: DfE Guidance (July 2017): and the relevant aspects of Safe to Learn, embedding anti-bullying work in schools. Supporting children and young people who are bullied: advice for schools: DfE Guidance (March 2014). Cyberbullying: advice for Headteacher and school staff: (November 2014). Advice for parents and carers on cyberbullying: (November 2014) along with having regard for the guidance set out in the DfE (Don't Suffer in Silence booklet).

4.4. Has regard to the Equality Act 2010 and the Public Sector Equality Duty.

5. Purpose - Aims and Objectives

5.1. To seek to create a culture in which bullying of any kind is not accepted by anyone.

5.2. To enable all staff to understand what constitutes bullying.

5.3. We make it clear to Individuals, staff and parents that bullying is completely unacceptable. We strongly believe, as part of our behaviour policy, that Individuals have the right to study in a safe, supportive and secure environment, free from physical threats, verbal taunts and any form of harassment. Incidents of bullying threaten this and cause enormous stress to victims. We are therefore strongly committed to the avoidance of bullying in all its forms.

5.4. To provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly. Our straightforward procedures make it easy to report bullying, including cyber bullying and bullying outside of school. Therefore if bullying does occur, Individuals should be able to tell, and know that incidents will be dealt with promptly and effectively.

5.5. For all staff to be vigilant in recognising if bullying is taking place, and deal with it thoroughly and with sensitivity. Our aim is to promote positive relationships amongst all and to develop a culture in which individuals are listened to and their concerns taken seriously.

5.6. We believe that the principle means of prevention is through the maintenance of conditions where bullying is less likely to flourish and is more easily detected. All Individuals are known to us personally and it is therefore easier for us to detect signs of possible distress. Moreover, we feel that it is important that they have free and informal access to the Head of Service and other staff. This can be seen in the procedures we adopt. However, a formal anti-bullying policy is of utmost importance. We aim to promote a transparency in human relationships so that children and young people, by default, are held to account for the feelings they may evoke in others.

5.7. This policy applies to all activities both on and away from the location.

5.8. In the event of bullying taking place among the staff, the Head of Service should be informed and appropriate decisions made with possible reference to the relevant Employment Policies and Procedures. Accusations of bullying of an Individual by members of staff will be investigated thoroughly.

5.9. Members of staff to whom disclosures are made should initiate the following procedures themselves and/or consult with the relevant staff as appropriate. All disclosures, whether from an Individual, a parent, a member of staff or a volunteer should be taken seriously and treated with sensitivity. The victim(s) should be made aware that their safety is considered to be of paramount importance.

6. Policy

6.1. To proactively work to prevent and eliminate any form of bullying by:

6.1.1. promoting good behaviour and positive relationships based on mutual respect. making pupils fully aware of the school's policy through, for example, a list of expectations;

6.1.2. ensuring pupils understand that if they have been bullied or have witnessed bullying, they should tell a member of staff, their parents or any helpful adult or friend;

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6.1.3. promoting anti-bullying using educational elements such as our scheme for Personal, Social, Health, Economic education (PSHE)education assemblies, circle time, projects, drama, stories, literature, with discussion of differences between people and the importance of avoiding prejudice based language;

6.1.4. developing Social and Emotional Aspects of Learning (SEAL) throughout Southlands and the curriculum;

6.1.5. informing parents by various means of the school's anti-bullying policy whilst encouraging them to support it;

6.1.6. providing counselling and help for victims of bullies and for bullies themselves ;

6.1.7. imposing reasonable, proportionate and consistent sanctions as and when necessary;

6.1.8. developing initiatives to raise awareness of the negative impact of bullying by any member of our community such as an anti-bullying assembly and peer mentoring;

6.1.9. familiarising all staff with the anti-bullying policy through In-Service training and Professional Development to ensure it is applied consistently and fairly and by showing respect for all, that they act as good role models for Individuals.

6.2. For all Cambian Children's Services staff / carers to address issues of bullying in a consistent manner

6.3. To make young people, parents / carers and staff aware of what steps to take when an incident of bullying has occurred.

6.4. To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe, which includes strategies to address bullies' problematic behaviour in a fair, firm, non-oppressive manner and to provide them with support to enable them to change their behaviour.

6.5. To clarify issues of responsibility for responding to incidents of bullying and to emphasise to staff, young people, parents and other interested parties the company's **'zero tolerance'** attitudes towards bullying behaviour.

6.6. To eliminate intimidating behaviour and promote an ethos in which each young person is safe and able to realise their full potential.

6.7. To reassure parents / carers and placing social workers that the company takes the issue of bullying seriously and will take the necessary action to minimise its impact on the young people who live and are educated there in.

6.8. To ensure records are kept to evaluate the effectiveness of the approach or to enable patterns to be identified.

6.9. To ensure that each Individual is treated fairly and with respect.

6.10. Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the pupils and staff to be of prime importance. In class, this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom or any part of the school. A common code of behaviour is expected from everyone at Southlands School **(The Anti-bullying Policy is dovetailed with the Behaviour Management Policy).** All staff and volunteers at Southlands School are expected to treat each other with a professional level of respect. The term 'bullying' is commonly associated with acts of violence but non-physical bullying is experienced by many pupils at some period during their school career. We believe that all children and staff should be able to work and play without any fear of being bullied by any other person. Bullying is not tolerated and all accusations are to be taken seriously and dealt with.

7. Scope

7.1. The policy applies to all incidents of bullying between young people whether they occur within or outside the setting including cyber bullying. If there are concerns about young people being bullied by staff / carers, these will be addressed through the Whistle-blowing / Safeguarding Policies.

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7.2. If a young person is being bullied by another young person with whom they attend School or who lives in another establishment the same procedures apply. If a young person is bullied or bullies others while on contact visits this information will be shared with the young person's Social Worker and a strategy agreed to manage / prevent further incidents.

7.3. Where there are concerns around staff on staff bullying, these will be addressed through the Harassment & Bullying Policy, Whistle Blowing policy and Code of Conduct.

8. Procedures

8.1. Heads of Service for all Cambian locations are responsible for ensuring that clear local procedure is in place to support this policy for preventing and managing bullying incidents and that the procedure is routinely reviewed to reflect current and up to date local procedures and protocols.

8.2. Procedures for the prevention and management of bullying incidents are underpinned by this policy and are set out in localised procedures using templates for each of our service types.

8.3. A bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school reports its concerns to the **Designated Safeguarding Lead (DSL)** by speaking with the Duty Officer during the school day and raising a **Cause for Concern**, within 1 hour or telephoning the **Senior on Call (SOC)** out of hours (evenings and weekends). Any kind of bullying is unacceptable.

9. Availability:

9.1. This policy and supporting procedure for each location is made available to parents, carers, staff and Individuals at the location office and where appropriate on the location's website.

10. Accountability

10.1. All Heads of Service have day-to-day operational responsibility for this policy, and ensuring that all staff who may deal with concerns or investigations under this policy receive regular and appropriate guidance on its use.

10.2. All colleagues are responsible for the success of this policy and should ensure that they use it to disclose any suspected danger or wrongdoing.

Remember we are a '*TELLING SCHOOL*'. Bullying in any form will not be tolerated.

11. Standard Forms, Relevant Documents, Letters & References

This policy supporting Documents

11.1. Anti-Bullying Procedures

11.2. Bullying Report Form

11.3. ICT-Based Forms of Abuse (including Cyber-Bullying) Policy

11.4. Anti-Bullying: Parents and Pupils Information Sheets, Anti-Bullying Code

11.5. The School Rules, What to do if you are Worried

Relevant Cambian Policy (other)

11.6. Equality And Diversity including Equal Opportunities and Racial Harassment

11.7. e-Safety Policy including ICT Acceptable Use

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11.8. Harassment and Bullying Policy- GHR 02

11.9. Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)

11.10. Safeguarding Policy And Procedures including Child Protection

11.11. Staff Code of Conduct

11.12. Whistleblowing Policy

External Guidance

11.13. Child Line Pack: Dealing with Bullying and the importance of friends

11.14. https://www.gov.uk/government/publications/preventing-and-tackling-bullying

11.15. http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DCSF-01141-2009.pdf

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