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Trafford Alternative Education Provision

Anti-Bullying Policy

2023

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Trafford Alternative Education Provision

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Name	Description	Date
Linda H Thompson	Anti-Bullying Policy includes reference to Child On Child Abuse	November 2021

Approvals

Name	Position	Date
Linda Thompson	**Executive Headteacher**	November 2021

Links to

Policy
Health and Safety Policy Child Protection and Safeguarding Policy

Our Mission Statement:

Trafford Alternative Education Provision is committed to providing….

A 21st Century education that promotes the academic, emotional, and social development of our students. Our aim is to create a holistic, nurturing, and inspiring environment where students are supported and encouraged to take charge of their lives, their learning, and their decisions. Every student will have an understanding of their personal journey, challenges, and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools, and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development, and by frequently reviewing, debating, and developing the curriculum.

1. Statement of Intent

We are committed to providing a nurturing, welcoming, and safe environment for all of our pupils so they can learn in a calm and secure atmosphere. Bullying of any kind is unacceptable at Trafford Alternative Education Provision. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff

2. Introduction

It is a government requirement that all schools have an Anti-Bullying Policy.

We define bullying as actions that are meant to be hurtful and which happen regularly and persist over time. They might include the following forms:

- physical
- direct verbal (including cyberbullying)
- relational
- social exclusion

Types of bullying may include:

- racial
- religious
- cultural
- SEND
- appearance or health conditions
- related to home circumstances
- sexual orientation
- sexist

Bullying could be perpetrated by an adult or a child and, equally, a victim of bullying could be an adult or a child.

Our anti-bullying policy along with our other policies e.g. Safeguarding, Behaviour for Learning, Child On-Child abuse is framed by our values and ethos; a core element of which is to keep students safe.

TAEP will treat all incidents of bullying as a child protection concern where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm. TAEP recognises that students are capable of abusing their

peers and the different gender issues that can be prevalent in Child-on-Child abuse, for example, sexting, being sexually touched, or being subjected to initiation or hazing type violence. TAEP does not consider abuse should ever be tolerated or passed off as 'banter' or 'part of growing up'.

What is Child- on -Child Abuse?

KCSIE (Sep 2021)

• All staff should be aware that students can abuse other students (often referred to as Child-on-Child abuse).

• This is most likely to include, but may not be limited to • bullying (including cyber-bullying);

• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; • sexual violence, such as rape, assault by penetration, and sexual assault;

• sexual harassment, such as sexual comments, remarks, jokes, and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;

• upskirting, which typically involves 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 to cause the victim humiliation, distress, or alarm;

• sexting (also known as youth-produced sexual imagery); and • initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regard to Child-on-Child abuse. TAEP has a separate detailed policy for Child and Child Abuse

3. Aims

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a service ethos in which bullying is regarded as unacceptable.

We aim, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

It is our role to champion their right to inclusion.

This policy aims to produce a consistent service response to any bullying incidents that may occur.

We aim to make all those connected with the Trafford Alternative Education Provision aware of our opposition to bullying, and we make clear each person's responsibilities concerning the eradication of bullying in our classrooms.

Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves

Students with SEN or disabilities can often lack the social or communication skills to report such incidents so it is important that staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all

4. The Role of the Management Committee

The Management Committee is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The Management Committee will:

•   support the Executive Headteacher and the staff in the implementation of This policy

•   be fully informed on matters concerning anti-bullying

•   regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy

•   appoint a member of the Management Committee to have specific responsibility for bullying

5. The Role of the Executive Headteacher

The Executive Headteacher is responsible for implementing the Anti-Bullying Policy and under the Education and Inspections Action 2006 for:

•   "determining measures on the behaviour and discipline that form the School's behaviour policy---"

•   "Encouraging good behaviour and respect for others on part of pupils and, in particular, preventing all forms of bullying among pupils" It is a statutory responsibility for schools to record all bullying incidents.

The Executive Headteacher will ensure that:

•   bullying behaviour is addressed in the Behaviour For Learning Policy

•   bullying is addressed as an issue in the curriculum

•   all staff receive training that addresses bullying behaviour

- the Management Committee is regularly provided with information regarding issues concerning behaviour management including bullying
- The Executive Headteacher TAEP and Deputy Curriculum and Standards are responsible for the monitoring of the policy and ant bullying strategies.

6. The Role of the teacher and Support Staff

All staff at Trafford Alternative Education Provision take all forms of bullying seriously and seek to prevent it from taking place.

If a child complains of being bullied or if a member of staff is concerned that bullying is taking place, and then the parents/carers of the victim and the perpetrator will be informed.

If staff witnesses an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied.

Any incidents of bullying are recorded on an incident sheet. A copy is placed in the file of the victim and also of the perpetrator. This allows the monitoring of patterns or trends.

In the first instance our school behaviour policy and graded sanctions might be employed. Responses to bullying must be differentiated according to the form and severity of the bullying.

When any bullying has taken place staff will deal with the issue immediately. This might also involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in the future. If a child is involved in bullying repeatedly, we then invite the child's Parents/carers in to discuss the situation. In more extreme cases, where assaults have been committed, a police officer will be involved. We ensure that all parties involved are satisfied that a satisfactory resolution has been reached. Students must feel safe as well as being safe.

A variety of strategies are available to help both the victim and the perpetrator including:
- Restorative Justice
- Positive debrief
- Involvement of external agencies,

Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories, etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Assembly is used to praise, reward, and celebrate the small steps of academic, attendance, and social achievement of all children, and thus to help create a

positive atmosphere. The national Anti-Bullying week is always followed in the unit to ensure the students receive the same opportunities as students in mainstream schools.

Information regarding bullying is discussed at daily staff debriefs during which appropriate strategies and approaches will be formulated. All members of staff routinely attend training, which equips them to identify bullying and to follow the policy and procedures about behaviour management.

7. The Role of Parents/Carers

- This policy is monitored on a day-to-day basis by the Senior Leadership Team (SLT), who report on the effectiveness of the policy.

- The overall effectiveness of this policy will be subject to consideration in daily staff debrief, staff meetings, SLT meetings, Management Committee Meetings, assemblies, and class discussions.

- Records of bullying incidents are kept on CPOMS. SLT, record and evaluate incidents and monitor patterns and trends. Statistics about racist bullying are reported to the Management Committee.

    This policy will be reviewed every annually or earlier if necessary.

8. Useful links and Supporting Organisations

 Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- ChildLine: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk

Bullying, including cyber-bullying

What it is and who's more vulnerable

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can happen online (cyber-bullying) and both in and out of school and can be prejudice based or discriminatory.

Bullying can have significant effects on children's mental health, including into adulthood. Children who are bullied might also do less well at school and have fewer friends.

Some children may be more vulnerable to bullying due to perceived differences, like:

> Having special educational needs or disabilities

> Characteristics such as race, religion, or sexual orientation

> Being adopted or in care

> Suffering from a health problem

> Having caring responsibilities

What to look for

> Truanting or seeming reluctant to attend school

> Physical injuries, such as unexplained bruises

> Belongings getting 'lost' or damaged

> Not doing as well at school

> Being nervous, losing confidence, or becoming distressed and withdrawn

> Nervous or secretive behaviour when online

> Problems with eating or sleeping

> Bullying others

What to do

> If you have concerns that a child is being bullied, always follow our policies and procedures

> If you think a pupil is suffering or at risk of suffering significant harm, treat a bullying incident as a child protection concern. Discuss your concerns with our designated safeguarding lead (or deputy).

> If a pupil tells you about prejudice-based or discriminatory bullying:

- o Listen to them and take them seriously
- o Show empathy
- o Let them know it's not their fault and they were right to tell you
- o Avoid stereotypes
- o Follow our procedures

Sources

> Preventing bullying, GOV.UK – DfE

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

> Bullying and cyber-bullying, NSPCC

> *https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/bullying-and-cyberbullying/*

> Talking to children about racism, NSPCC

> *https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/children-race-racism-racial-bullying/*

>

Bullying Incident Log Recorded on CPOMS

Location/event:	
Date of incident:	
Time of incident:	

1. Type of behaviour displayed/experienced: (Please Tick)			
Isolation/being ignored or left out		**Possessions**/kit taken or damaged	
Physical/being hit or hurt		**Forced into actions** against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		**Written**	
Cyber (online, social media, email, text, posting photos/videos)		**Spreading rumours**	
Other (please specify)			

2. Names of individuals involved:			
Name	**Gender**	**Age**	**Role***

*Role: **V** Victim **P** Perpetrator **A** Associate **B** Bystander

3. Where did bullying behaviour occur?	
Hall	
Classroom	
Toilet	
Other (specify)	

4. Are there indications that the behaviour was related to any of the following:			
General appearance/body image		Race/ethnic origin	
Disability/SEN		Sexual orientation	
Gender/Sexism/homophobia/transphobia		Home circumstances	
Religion		Sports ability	

5. Summary of the behaviour:

6. Action taken:

- Please describe the overall action taken including any sanctions, exclusions, parental involvement, or involvement with external agencies, and details if the incident was referred on.

- You also need to include actions for all individuals identified in Section 2:

7. Form completed by:	**Date:**