POLICY TITLE:	**Countering Bullying**
Policy Number:	ECS03
Applies to:	All Service Types: England, Scotland, Wales
Version Number:	02
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Author:	Priory Education & Children's Services Quality Team
Ratified by:	Debra Murray: Head of Quality
Responsible signatory:	Bonny Anderson: Director for Quality Assurance & Improvement
Outcome:	This policy: • aims to ensure that all children and young people are able to live and learn in environments which are free from bullying, and where mutual respect for others thrives as children and young people learn to develop and maintain positive relationships
Cross Reference:	OP06 Safeguarding Children OP06.1 Child Protection (Scotland) OP08 Safeguarding Adults ECS04 Positive Behaviour Management

EQUALITY AND DIVERSITY STATEMENT

Priory Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any protected characteristics and all will be treated with dignity and respect.

In order to ensure that this policy is relevant and up to date, comments and suggestions for additions or amendments are sought from users of this document. To contribute towards the process of review, email LegalandComplianceHelpdesk@priorygroup.com

COUNTERING BULLYING

1 INTRODUCTION

1.1 In order to effectively implement this policy, each Education & Children's Services facility will have local procedures in place, where necessary, which explain how this policy is applied and put into practice at site level.

1.2 Template **ECS LP 03** is provided for this purpose and includes a key content checklist.

2 AIMS

2.1 This policy aims to ensure that:
(a) All children and young people are able to live and learn in environments which are free from bullying, and where mutual respect for others thrives
(b) Any incident of bullying is promptly identified and addressed
(c) Children and young people learn that bullying in any form is unacceptable
(d) Children and young people learn to develop and maintain positive relationships.

3 SCOPE AND DEFINITIONS

3.1 Bullying is unwanted negative behaviour, verbal, psychological or physical conducted, by an individual or group against another person (or persons) and which is repeated over time.

3.1.2 The following types of bullying behaviour are included in the definition of bullying:
(a) Physical bullying such as threats, aggression and violence
(b) Emotional bullying such as deliberate exclusion, malicious gossip and other forms of relational bullying
(c) Verbal bullying such as name calling
(d) Cyber-bullying
(e) Identity-based bullying such as homophobic bullying, racist bullying, gender based bullying, bullying based on a person's membership of the Traveller community and bullying of those with disabilities or special educational needs.
(See appendix 1 for examples of bullying behaviour)

3.2 Isolated or once-off incidents of intentional negative behaviour, including a one-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the site's code of behaviour.

3.3 However, in the context of this policy, placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

3.4 Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the site's code of behaviour.

4 RESPONSIBILITIES

4.1 All colleagues, children & young people and visitors are expected to accord with the site code of behaviour and:
(a) Respect every child & young person's need for, and rights to, live and learn in an environment where safety, security, praise, recognition and opportunity for taking responsibility are available

(b) Respect the feelings and views of others
(c) Recognise that everyone is important and that our differences make each of us special and should be valued
(d) Show appreciation of others by acknowledging individual qualities, contributions and progress
(e) Be committed to the early identification of bullying, and prompt and collective action to deal with it
(f) Ensure safety by having rules and practices carefully explained and displayed for all to see
(g) Report incidents of bullying they see – by doing nothing you are condoning bullying.

5 PREVENTION AND RISK MANAGEMENT

5.1 Each site will have clear guidance for children and young people in a format which is accessible to them, which explains what bullying is, and that it is wholly unacceptable, and what to do if they experience or witness bullying.

5.2 In undertaking risk assessment and placement, personal and care planning for each child or young person, colleagues will consider the risk of the child or young person bullying or being bullied, and ensure that suitable individual strategies are in place to minimise risk to the child or young person and others.

6 IDENTIFICATION AND RESOLUTION

6.1 Each site leader will develop a suitable local procedure for addressing bullying which is likely to include the following steps, and which will apply whenever a child or young person informs a colleague of an incident of bullying, either experienced or witnessed, or if a colleague observes or suspects bulling. The procedure will be relevant to the site and the needs and understandings of the children/young people living/learning there.

6.2 **Stage One**

(a) Colleagues should talk to the victim about the incident and their feelings
(b) The alleged perpetrator and any witnesses should be seen separately
(c) Colleagues should talk to the perpetrator about how the victim maybe/is feeling
(d) No blame should be attributed but colleagues/carers should emphasise the perpetrators responsibility for their behaviour
(e) All children/young people involved should be asked for suggestions to make the alleged victim feel happier
(f) If appropriate facilitate a reconciliation meeting
(g) Colleagues/carers should meet with the child involved at an agreed future time to review progress
(h) If, after a week, things have improved, no further formal action may be required but colleagues/carers should continue to monitor the situation
(j) If things have not improved, colleagues should move to Stage Two
(k) If the incident appears to be Peer on Peer Abuse this should be dealt with as a safeguarding incident.

6.3 **Stage Two:**

(a) If bullying is continuing, a meeting should be convened and is likely to include children/young people involved and their advocates/keyworkers/link workers to discuss resolution
(b) An action plan should be drawn up, which should include direct work with the children/young people involved and strategies to improve the situation.

6.3.1 The situation should be monitored to assess progress. If, after a week, the situation has not improved, Stage Three should be implemented.

6.4 **Stage Three:**
Where Stages One and Two have proved ineffective and continuing bullying is having an adverse effect on children and young people, the site leader should, in liaison with their regional lead, consider calling a professionals meeting to review the situation. This may involve specialists such as teaching, therapy and social work colleagues.

7 RECORD KEEPING

7.1 All incidents of bullying, and the actions taken to promote their resolution, should be recorded in children and young people's individual records.

7.2 Serious and persistent bullying is considered to constitute incidents, and should be recorded according to Priory Group incident recording procedures.

7.3 Schools should keep a bullying log and make this available during monitoring visits and inspection.

8 TRAINING

8.1 Site leaders are expected to ensure that colleagues complete training in relation to recognising and countering bullying which is appropriate to their role and responsibilities, and which includes awareness of the risk and management of cyber-bullying.

9 MONITORING

9.1 Site leaders will ensure that robust systems are in place for monitoring incidents of bullying and reflecting on responses and management interventions to ensure that responses are consistently adequate and effective, and that as relevant, learning is shared with colleague teams and children and young people.

10 REFERENCES

10.1 Children's Homes Regulations 2015
Care Homes (Wales) Regulations 2002
Health and Social Care Act 2008 (Regulated Activities) Regulations 2014
The Education (Independent School Standards) Regulations 2014
CQC (2015) Guidance for Providers on the Meeting Regulations
DfE (2015) Guide to the Children's Homes Regulations including the Quality Standards
DfE (2014) Preventing and Tackling Bullying
DfE (Current version) Keeping Children Safe in Education
DfE (2015) Residential Special Schools: National minimum standards
Scottish Government (2018) Health and Social Care Standards: My support, my life
Respect for All - National Approach to Anti-Bullying for Scotland's Children and Young People: Scottish Government 2017
Getting It Right For Every Child (GIFEC)
Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017: Welsh Statutory Instrument No. 1264 (W.295)
Rights, respect, equality: guidance for schools Welsh Government (November 2019)
Education Act 2002

Associated Forms: Nil

Appendix 1:

EXAMPLES OF BULLYING BEHAVIOURS

General behaviours which apply to all types of bullying	• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc. • Physical aggression • Damage to property • Name calling • The production, display or circulation of written words, pictures or other materials aimed at intimidating another person • Offensive graffiti • Extortion • Intimidation • Insulting or offensive gestures • The "look" • Invasion of personal space • A combination of any of the types listed
Cyber	• **Denigration**: Spreading rumors, lies or gossip to hurt a person's reputation • **Harassment**: Continually sending vicious, mean or disturbing messages to an individual • **Impersonation**: Posting offensive or aggressive messages under another person's name • **Flaming**: Using inflammatory or vulgar words to provoke an online fight • **Trickery**: Fooling someone into sharing personal information which you then post online • **Outing**: Posting or sharing confidential or compromising information or images • **Exclusion**: Purposefully excluding someone from an online group • **Cyber stalking**: Ongoing harassment and denigration that causes a person considerable fear for his/her safety • Silent telephone/mobile phone call • Abusive telephone/mobile phone calls • Abusive text messages • Abusive email • Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles • Abusive website comments/Blogs/Pictures • Abusive posts on any form of communication technology
Identity Based Behaviours **Including any of the nine discriminatory grounds mentioned in Equality Legislation** (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).	
Homophobic and Transgender	• Spreading rumours about a person's sexual orientation • Taunting a person of a different sexual orientation • Name calling e.g. Gay, queer, lesbian...used in a derogatory manner • Physical intimidation or attacks • Threats
Race, nationality, ethnic background and membership of the Traveller community	• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background • Exclusion on the basis of any of the above

Relational	This involves manipulating relationships as a means of bullying. Behaviours include: • Malicious gossip • Isolation & exclusion • Ignoring • Excluding from the group • Taking someone's friends away • "Bitching" • Spreading rumours • Breaking confidence • Talking loud enough so that the victim can hear • The "look" • Use or terminology such as 'nerd' in a derogatory way
Sexual	• Unwelcome or inappropriate sexual comments or touching • Harassment
Special Educational Needs, Disability	• Name calling • Taunting others because of their disability or learning needs • Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying • Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues • Mimicking a person's disability • Setting others up for ridicule