

<b>POLICY TITLE:</b>	<b>Anti Bullying</b>
<b>Policy Number:</b>	ACS03 – England
<b>Applies to:</b>	All Service Types in England
<b>Version Number:</b>	03
<b>Date of Issue:</b>	09/08/2023
<b>Date of Review:</b>	31/08/2024
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<b>Ratified by:</b>	Katie Dorrian - Group Head of Safeguarding
<b>Responsible signatory:</b>	Jane Stone - Director of Governance and Risk
<b>Outcome:</b>	<p>This policy:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<b>Cross Reference:</b>	<p>AOP06 Safeguarding Children in Education  AOP06A Safeguarding Children in Residential Care  AOP08 Safeguarding Adults  ACS04 Positive Behaviour Management</p>
<b>EQUALITY AND DIVERSITY STATEMENT</b>	
<p>Aspris 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.</p>	

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 [AsprisGovernanceHelpdesk@Aspris.com](mailto:AsprisGovernanceHelpdesk@Aspris.com)

## ANTI BULLYING

### 1 INTRODUCTION

- 1.1 In order to effectively implement this policy, each Aspris Children's Services facility will have local procedures in place, where necessary, which explain how this policy is applied and put into practice at service level.
- 1.2 Template **ACS 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 service'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 service's code of behaviour.

### 4 RESPONSIBILITIES

- 4.1 All colleagues, children & young people and visitors are expected to accord with the service 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 service 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 service 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 bullying. The procedure will be relevant to the service 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 service 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 If the bullying is persistent or serious, it is deemed to be an Incident which must be notified to the Manager, parents (where applicable) and relevant Social Worker within 24 hours or as soon as practicable thereafter. The Manager and Social Worker should consider whether the bullying may constitute Significant Harm; if this is likely, a referral should be made under the Reporting Concerns of Abuse Procedure.
- 7.3 Schools should keep a bullying log and make this available during monitoring visits and inspection.

## **8 TRAINING**

- 8.1 Service leaders are expected to ensure that colleagues complete training in relation to recognising and anti 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 Service 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  
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 (Current Version) Residential Special Schools: National minimum standards  
Getting It Right For Every Child (GIFEC)  
Education Act 2002  
Children and Families Act 2014  
The Children and Social Work Act 2017

**Associated Forms:** Nil

Appendix 1:

**EXAMPLES OF BULLYING BEHAVIOURS**

<p><b>General behaviours which apply to all types of bullying</b></p>	<ul style="list-style-type: none"> <li>• Harassment based on any of the nine grounds in the equality legislation e.g. sexual harassment, homophobic bullying, racist bullying etc.</li> <li>• Physical aggression</li> <li>• Damage to property</li> <li>• Name calling</li> <li>• The production, display or circulation of written words, pictures or other materials aimed at intimidating another person</li> <li>• Offensive graffiti</li> <li>• Extortion</li> <li>• Intimidation</li> <li>• Insulting or offensive gestures</li> <li>• The "look"</li> <li>• Invasion of personal space</li> <li>• A combination of any of the types listed</li> </ul>
<p><b>Cyber</b></p>	<ul style="list-style-type: none"> <li>• <b>Denigration:</b> Spreading rumors, lies or gossip to hurt a person's reputation</li> <li>• <b>Harassment:</b> Continually sending vicious, mean or disturbing messages to an individual</li> <li>• <b>Impersonation:</b> Posting offensive or aggressive messages under another person's name</li> <li>• <b>Flaming:</b> Using inflammatory or vulgar words to provoke an online fight</li> <li>• <b>Trickery:</b> Fooling someone into sharing personal information which you then post online</li> <li>• <b>Outing:</b> Posting or sharing confidential or compromising information or images</li> <li>• <b>Exclusion:</b> Purposefully excluding someone from an online group</li> <li>• <b>Cyber stalking:</b> Ongoing harassment and denigration that causes a person considerable fear for his/her safety</li> <li>• Silent telephone/mobile phone call</li> <li>• Abusive telephone/mobile phone calls</li> <li>• Abusive text messages</li> <li>• Abusive email</li> <li>• Abusive communication on social networks e.g. Facebook/Ask.fm/ Twitter/You Tube or on games consoles</li> <li>• Abusive website comments/Blogs/Pictures</li> <li>• Abusive posts on any form of communication technology</li> </ul>
<p><b>Identity Based Behaviours</b>  <b>Including any of the nine discriminatory grounds mentioned in Equality Legislation</b> (gender including transgender, civil status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community).</p>	
<p><b>Homophobic and Transgender</b></p>	<ul style="list-style-type: none"> <li>• Spreading rumours about a person's sexual orientation</li> <li>• Taunting a person of a different sexual orientation</li> <li>• Name calling e.g. Gay, queer, lesbian...used in a derogatory manner</li> <li>• Physical intimidation or attacks</li> <li>• Threats</li> </ul>
<p><b>Race, nationality, ethnic background and membership of the Traveller community</b></p>	<ul style="list-style-type: none"> <li>• Discrimination, prejudice, comments or insults about colour, nationality, culture, social class, religious beliefs, ethnic or traveller background</li> <li>• Exclusion on the basis of any of the above</li> </ul>

<p><b>Relational</b></p>	<p>This involves manipulating relationships as a means of bullying. Behaviours include:</p> <ul style="list-style-type: none"> <li>• Malicious gossip</li> <li>• Isolation &amp; exclusion</li> <li>• Ignoring</li> <li>• Excluding from the group</li> <li>• Taking someone's friends away</li> <li>• "Bitching"</li> <li>• Spreading rumours</li> <li>• Breaking confidence</li> <li>• Talking loud enough so that the victim can hear</li> <li>• The "look"</li> <li>• Use or terminology such as 'nerd' in a derogatory way</li> </ul>
<p><b>Sexual</b></p>	<ul style="list-style-type: none"> <li>• Unwelcome or inappropriate sexual comments or touching</li> <li>• Harassment</li> </ul>
<p><b>Special Educational Needs, Disability</b></p>	<ul style="list-style-type: none"> <li>• Name calling</li> <li>• Taunting others because of their disability or learning needs</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to recognise and defend themselves against bullying</li> <li>• Taking advantage of some pupils' vulnerabilities and limited capacity to understand social situations and social cues</li> <li>• Mimicking a person's disability</li> <li>• Setting others up for ridicule</li> </ul>