

Policy Focus	Anti-Bullying Policy						
Lead Policy Holder	Pete Jenkins						
Designated Director	Mark Escott	<input checked="" type="checkbox"/>	Judith Johnson		Rob Gasson		
Original Policy Date	Month: August Year: 2017						
Current Policy Version	Version: v6						
School Operating Draft Working Version	June 2020						
Review Period	Live		Annual		Bi-Ann		Tri-Ann <input checked="" type="checkbox"/>
BoD Approval	March 2019						
BoD Review Date	March 2022						

School Aim

Our Company (Life Chance Education Ltd) is committed to transforming the life chances of the young people and families that we work with. We support children who have suffered trauma, Adverse Childhood Experiences (ACEs), and exhibit Social, Emotional and Mental Health difficulties (SEMH). Our educational staff, multi-disciplinary team of therapists, and support team work together to create an environment that meets the holistic needs of children who have difficult or complex life stories.

By delivering the best features of a special school and alternative provision, coupled to innovative educational and therapeutic frameworks, we can help our students thrive. We believe that children don't have to be bound by the past but can build a bright future if they have the right support.

Our Mission is to ensure that we help every child we work with achieve their full potential, both academically and personally. As a school we aspire to being outstanding, so our students can be too – as exemplified in our school motto:

'Being the Best We Can Be'

Our Aims are to:

- Meet the previously unmet needs of young people and enable learning and employment.
- Provide positive interventions into barriers to learning and negative family or intergenerational life cycles.
- Contribute to community and social change.
- Reduce costs to society in terms of both social and economic benefits

To reach these aims we will use concepts and best practice in learning, neuroscience, emotional well-being, child development and coaching.

Contents

Glossary of Acronyms (if applicable)

1. **Statement of Intent for this Policy**
2. **Statutory / Legislative Basis**
3. **Links to Other Related Policies**
4. **Monitoring Review & Evaluation: Compliance - Consistency - Impact**
5. **Key Policy Information / Guidance Relating to our Practice**
6. **Implications for Stakeholders**
7. **Relevant Data Sets / Metrics**
8. **Relevant Resources**

Appendices (Embedded / E.Links)

(Statutory Documents – Data Sets – Recording Templates – Resources - SoL etc)

Glossary of Acronyms

LCE	Life Chance Education
ACEs	Adverse childhood experiences
MRE	Monitoring, Review & Evaluation
CPD	Continual Professional Development
HoS	Heads of School
CEO	Chief Executive Officer
SLT	Senior Leadership Team Meetings
H & S	Health & Safety
LA	Local Authority

1. Statement of Intent for this Policy

This Policy is to provide all staff with the necessary information to enable them to meet their responsibilities and to ensure consistent and effective practice across all school sites. It demonstrates the school's commitment with regard to students, parents and other partners.

The aim of this policy is to reduce the incidence rates of bullying and create an environment in which everyone feels safe, secure and respected. SfIT always treats the issue of bullying as a serious matter.

School for Inspiring Talents (SfIT) is committed to building positive relationships and a strong sense of community and therefore preventing all forms of bullying. We will work hard to ensure that bullying plays no part in our school community by proactively dealing with all students, their families and staff to eradicate and promptly deal with all reported incidents.

Bullying is a form of antisocial behaviour that has no place in this community. Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, which intentionally hurts or harms. This includes all forms of cyber bullying. Bullying can produce feelings of powerlessness, isolation from others and undermine self-esteem. It can affect attitudes and performance in school. For some, it can lead to serious and prolonged distress and long term damage to social and emotional development.

This Policy contributes to the school's Safeguarding Portfolio (see section 3).

Why is this Policy Important?

Every child deserves the right to feel safe in school and in their community.

As such a significant part of our school focus is about building positive relationships and a sense of community within and external to the school.

This policy links with our Safeguarding Policy and our Behaviour Policy and sits within our Wellbeing Framework.

2. Statutory / Legislative Basis

This policy is based on the following Statutory Instruments, National Guidance or Local Authority Policy/Guidance: The Department for Education (DfE) has published advice on preventing and tackling bullying, which is for school leaders, staff and governing bodies.

The document has been produced to help schools prevent and respond to bullying as part of their overall behaviour policy, to understand their legal responsibilities in this area, and to understand the DfE's approach. The document replaces previous advice to schools. It outlines, in one place, the government's approach to bullying, legal obligations and the powers schools have to tackle bullying, and the principles that underpin the most effective anti-bullying strategies in schools. It also lists further resources through which school staff can access specialist information on the specific issues that they face.

SfIT implements our Anti-Bullying policy in compliance with the following legislation and guidance:

- 'Don't Suffer in Silence' – An Anti-Bullying Pack For Schools' DfE (www.governor.co.uk).
- The Human Rights Act 1998
- Preventing & Tackling Bullying March 2014
- Preventing & Tackling Bullying 2012 Section 2
- The Race Relations (Amendment) Act 2000
- 'Safe to Learn: Embedding Anti Bullying Work in Schools' (DfE 2007).
- DfE Guidance: 'Tackling Bullying of Children with SEN And Disabilities', (May 2008).

3. Links to Other Related Policies / Procedures

This policy sits within the Safeguarding Portfolio of Policies which School for Inspiring Talents has adopted. It therefore relates to other policies in that themed grouping which include:

- Child Protection & Safeguarding Policy
- First Aid Policy
- E Safety & Social Media Policy
- Intimate Care Policy Fire & Emergency Policy
- Preventing Extremism & Radicalisation Policy
- Contractors & Visitors Policy
- Single Central Record

Prejudice –related bullying preventing and responding Information for schools in Devon

DfE Advice for parents and carers on cyberbullying

DfE Cyberbullying: Advice for headteachers and school staff

DfE Supporting children and young people who are bullied: advice for schools (Factsheet)

DfE Preventing and tackling bullying - Advice for headteachers, staff and governing bodies October 2014

4. Monitoring, Review & Evaluation (MRE): Compliance - Consistency – Impact

Monitoring, Review and Evaluation (MRE) of all aspects of our work as a school is undertaken to ensure that we are delivering on what we say we want to achieve with and for our students. In the interests of equity and high expectations for all our students, we are continuously checking for:

- Compliance and for Quality
- Implementation match with our Intent
- Consistency between staff and sites
- And to ensure value for money for our Referring Local Authorities.

Our school staff are part of our school culture of continuous improvement based on supervision, self-reflection, peer working, and CPD. Daily staff briefings and debriefings provide immediate feedback and strategies for even greater success next time round.

Our framework for MRE is achieved via 3 key approaches:

Internally

- Our annual Self Evaluation Position Statement (SEPS) aligned with Ofsted Evaluation Areas and Grade Descriptors
- Learning Walks by HoS in own and other Phases/Sites
- Individual Student Assessment Framework and Trackers
- CEO & Executive Principal's Observations, Spot Sampling and Random Checks
- Monthly SLT Progress Reviews of the Operational School Improvement Plan (OSIP)
- Heads of School Monitoring
- Appraisal & Performance Management approaches.
- SchoolPod, Incident Logs Reviews and Spot Sampling, plus trend monitoring across the year
- Staff Briefings
- Student Voice Surveys
- Peer Reviews through Team Working
- CPD Evaluations

Accountability MRE

- Our Board of Directors Link Portfolio Visits and Observations
- Director Monitoring of all Independent School Standards (ISS) Themes annually as part of a rolling programme
- Termly Directors Scrutiny of the CEO, Executive Principal and Chief Operations Officer Reports to the Board
- Termly H&S checks
- Directors Involvement in the cycle of Policy Review
- Financial and Curriculum Resource Monitoring

Externally

- Referring LAs' Annual Health Checks and Audits
- Commissioned Reviews of aspects of practice – specialist and generic e.g. Behaviour, Health & Safety
- Feedback from submissions for Awards and Quality Standards e.g. TISS
- Parent / Carer Feedback e.g. via Class Dojo
- Ofsted Monitoring and Inspection Visits
- User Schools Feedback

Additionally, and with specific context to the focus for this policy

It is the responsibility of all staff and students to monitor the intentions and implications of this policy in an ongoing way. We must all be vigilant to the direct and indirect symptoms of bullying that could be taking place in our school and address them swiftly and wherever possible openly to ensure that the learning culture we aspire to is the culture we actually have.

Incidents will be monitored through:

- Briefings and debriefings
- Weekly scrutiny of Incident Logs
- Tutor groups
- 1:1 s with students

Reporting will be via termly reports to the Directors.

5. Key Policy Content - Information / Guidance Relating to our Practice

Procedures & Protocols: What does this mean we do in practice?

At SflT our aim is to prevent or deter bullying or harassment from starting and to deal with it if it does occur and to minimise the opportunity for recurrence. Wherever possible and appropriate, every effort should be made to resolve a situation on an informal basis. This policy and procedure provide the guidance and the process to follow in the instance of a harassment or bullying situation experienced by a pupil.

Accordingly, SflT will ensure the following:

- All students have a clear view of what a good behaviour in relationships look like
- A clear, consistent approach to dealing with all forms of bullying is adopted and regularly monitored
- Anti-bullying initiatives are an integral part of the assembly and PSHE programmes for all years
- Advice to parents and students is provided
- Appropriate in-service training for all staff is provided
- A physical environment that is closely supervised and where students feel safe and secure
- Active support of parents and outside agencies.
- Students' and parents' concerns are listened to
- Executive Principal's reports to the Directors highlights any cases of bullying that have occurred.

Bearing in mind the seriousness of bullying incidents, it is imperative that all the following happens with all incidents:

- They are promptly dealt with
- Restorative Justice approaches will be used where relevant
- They are verbally reported (to the Executive Principal or Head of School), well before the end of the day
- They are recorded on SchoolPod
- They All prejudice-related bullying is reported using e-form R110 to Devon County Council by the Executive Principal

Implications for Staff

Bullying is the wilful, conscious desire to hurt, threaten, frighten or make someone feel uncomfortable over a period of time, where it is difficult for the person being bullied to defend him/herself. It is distinct from random acts of aggression. Bullying affects the ability of a student to fully participate in and enjoy school life and it is both an equal opportunities issue as well as a disciplinary offence.

Definition of bullying

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

Safe to Learn: embedding anti bullying in schools (2007)

Bullying can manifest itself in any of the following ways:

- Physical bullying (e.g. hitting, pushing, unwanted physical contact)
- Direct verbal bullying – e.g. name calling or sarcasm, including comments related to race
- Using racist or sexually abusive comments
- Derogatory and discriminatory language
- Relational bullying
- Bullying related to special educational needs or disabilities
- Taunting
- Mocking
- Making offensive comments
- Taking or damaging belongings
- Cyber bullying – the use of information and communication technology, particularly mobile phones and the internet, deliberately to upset someone else
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups
- Sexist/transgender/homophobic bullying
- Bullying related to race, religion or culture
- Bullying of young carers or looked after children or otherwise related to home circumstances

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Teachers and parents are in a position to observe changes in the behaviour of a student, which may indicate that they are being subjected to bullying. The following is a list of signs to look out for:

- Damage to or losses of items of clothing, property or schoolwork. If this occurs frequently, then start to ask questions
- Are there signs of physical injuries, e.g. cuts or bruises?
- Behaviour or learning behaviour is perceived to have changed in a negative way
- Playing truant or a reluctance to travel to and/or attend SfIT
- Being aware of students who are reluctant to attend learning sessions
- An unhappy student who may not wish to go out at breaks or lunchtimes
- A student who threatens to self-harm

Staff will listen to students when they are willing to talk about bullying. We will be sensitive to a student's need for privacy and respect, encouraging the ethos of 'it is safe to tell'. All staff will actively support the Anti-Bullying and Behaviour Policies using Restorative Justice approaches wherever possible.

Implications for Students

A student who believes that they have been subject to harassment should, in the first instance, state that the behaviour is unwelcome, unwanted, unacceptable and/or offensive and ask the individual(s) concerned to stop. Our procedures encourage students to report incidents of bullying. Students will recognise each other's rights and responsibilities to ensure the following:

- To be physically safe
- To keep own possessions
- To be free of insult, derogatory terms and teasing
- To be able to associate with other young people for companionship and friendship

The culture of SfIT will encourage students to ensure the physical safety of others, the security of everyone's personal possessions and freedom from hurt by name calling, teasing and the inclusion of all students in play and learning activities. Restorative Justice approaches will be used wherever possible.

Implications for Directors

School for Inspiring Talents has a Board of Directors whose legal responsibility it is to make sure that the school has an effective Anti- Bullying policy in place and monitors that the school complies with it.

The Board of Directors should also ensure that the policy is made available to parents and carers if requested.

They will make sure the policy is reviewed in line with the review schedule or as soon as possible after any changes in the most recent advice or guidance.

The Executive Principal will report the number of bullying incidents to the Board of Directors on a termly basis.

6. Implications for Stakeholders

Board of Directors	The Board of Directors should also ensure that the policy is made available to parents and carers if requested. They will make sure the policy is reviewed in line with the review schedule or as soon as possible after any changes in the most recent advice or guidance.
All Staff	Teachers are in a position to observe changes in the behaviour of a student, which may indicate that they are being subjected to bullying. All staff are responsible for recording all bullying incidents
Designated Specialist Staff	N/A
Students	Our procedures encourage students to report incidents of bullying, and be aware of each other's rights and responsibilities
Families/Carers	Parents/carers are in a position to observe changes in the behaviour of their child, which may indicate that they are being subjected to bullying
Referring LAs	N/A
Contractors	N/A
Visitors	N/A
Agencies	N/A
Schools	N/A

7. Relevant Data Sets / Metrics




8. Relevant Resources

Devon Children's Trust Partnership Bullying Incident Form

School Rules

PSHE Curriculum

Appendices (Embedded / E.Links)

Child Protection & Safeguarding Policy	Therapeutic Behaviour Policy	Equality & Diversity Policy
 Child Protection and Safeguarding	 Therapeutic (Behaviour)	 Equalities & Diversity v5