

# **Prevention of Bullying Policy**

***Timescale of Review: Annually***

***Most Recent Review: August 2021***

***Next Review Due: August 2022***

## **PROTECTED CHARACTERISTICS**

For the purposes of this policy, discrimination means treating people less favourably than others on the grounds of their age, sex, marital status, sexual orientation, gender reassignment, race, ethnic origin, disability, religion or religious beliefs, whether this be direct or indirect by applying a provision, criterion or practice, which disadvantages such persons.

### **Anti- Bullying Policy Statement**

The aim of The Amicus Community's Countering Bullying Policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including Managers, care and education staff and also admin and ancillary staff, children and parents should have an understanding of what bullying is and be familiar with the organisation's policy on bullying.

Therefore, the aim of the policy is to help members of the organisation's community to deal with bullying when it occurs and, even more importantly, to prevent it. Bullying is an anti-social behaviour which affects everyone; it is unacceptable, and it will not be tolerated.

Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

Within any children's therapeutic community there are two main areas where bullying may occur, between children themselves and staff/adults bullying the children.

The first thing to consider in cases of, or suspicions of, bullying is for the staff to make the distinction between whether something is a case of bullying/intimidation or an actual assault/abusive act. Both types are serious and demand serious adult intervention but at different levels.

In the first case this will be a matter dealt with internally by the Amicus staff, in the second case it will require external child protection intervention. In the majority of cases the differences will be clear but there will be cases which will occur within the greyer area between abuse/assault and bullying/intimidation. Therefore, the organisation has a clear Child Protection & Safeguarding policy, guidelines and continual training where these issues are addressed.

Alongside this there must be a continual dialogue amongst the management, staff, consultants and other external agencies such the local child protection and safeguarding team about what constitutes each. In very difficult cases, Amicus or individual staff members will always consult with the local child protection and safeguarding team and act accordingly.

Alongside clear and known procedures and guidelines on child protection and abuse it is vital that staff have continual training and guidance on issues of bullying.

Amicus believes that bullying is not acceptable under any circumstances (zero tolerance) and that it is best prevented through the development of our ethos based on mutual respect, fairness and equality. It also acknowledges that bullying behaviour is problematic for the victim and perpetrator alike and embodies support and management strategies that are pragmatic and non-oppressive.

This policy is available in the Policies folder in the school and homes and is available electronically on the server for access by staff. Copies of this policy are available by request from the Directors and/or Head Teacher and Home Managers.

This policy should be read in conjunction with the organisation's policies on:

- Child Protection and Safeguarding
- IT Policy
- Behaviour Policy

and is integral to the Spiritual, Moral, Social and Cultural development of pupils.

This Countering Bullying Policy is also compliant with:

- Children's Homes (England) Regulations (including the Quality Standards) 2015
- Equality Act, 2010.
- SEND Code of Practice 2015: 0 to 25 years
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies, October 2014
- Keeping Children Safe in Education, DFE, 2021

## Amicus' Aims

- To fulfil Amicus' statutory responsibility to respect the rights of children and to safeguard and promote their welfare.
- To clarify Amicus' responsibility for responding to incidents of bullying and to emphasise to staff, children, carers and social workers the organisations zero tolerance attitude towards bullying behaviour.
- To eliminate intimidating behaviour and promote an ethos in which each child is safe and able to realise their full potential.
- To address the problem of bullying and to bring it under control through the implementation of whole-organisation policy and procedures.
- To reassure carers and social workers that Amicus takes their children's welfare seriously and that they are being educated in a safe and secure environment.

## Amicus' Objectives

- To develop and implement an anti-bullying policy based on a consistently implemented whole organisation approach.
- To raise awareness among staff, carers and children about the issue of bullying and the organisation's attitude towards it and to create an environment in which bullying is seen as inappropriate and unacceptable.
- To be proactive in the prevention of bullying.
- To make children, carers and staff aware of what steps to take when an incident of bullying has occurred.
- To demonstrate to bullies that their behaviour is unacceptable and to reassure victims that action will be taken to keep them safe.

- To clarify the extent of the problem and ensure that the organisation allocates a proportionate amount of time and energy to bringing it under control.
- To accurately record all incidents of bullying and to monitor the effectiveness of strategies for bringing it under control.
- To address with bullies their problematic behaviour in a fair and firm, non-oppressive manner, and to provide them with support to enable them to change their behaviour.

## Definition of Bullying

Bullying may be defined as any deliberately hurtful behaviour, usually repeated over a period of time. It is behaviour which is perceived to or intended to cause hurt, pain, suffering, humiliation or degradation to another child or group physically or emotionally, where it is difficult for those being bullied to defend themselves and is often motivated by prejudice. Examples of unacceptable behaviour include:

- Physical (including sexual) assault.
- Verbal abuse, by name calling, teasing or making offensive remarks.
- Cyber-bullying, which is defined as the use of ICT by an individual or group in a way that is intended to upset others. Examples include using social media websites, mobile phones, text messaging, photographs, video and e-mail.
- Indirect emotional tormenting by excluding from social groups or spreading
- Malicious rumours.

Bullying behaviour may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts – this also includes cyber bullying- through email or social media; the destruction of property; extortion; unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti.

Bullying may involve complicity that falls short of direct participation by, for instance, manipulating a third party to tease or torment someone. It may be overt and intimidatory but is often hidden and subtle. It includes actions or comments that are racist, religious or cultural, homophobic, transphobic, sexist, sexual or which focus on disabilities or other physical attributes (such as hair, colour or body shape) or any reference to Special Educational Needs and/or disability.

The seriousness of bullying cannot be emphasised enough. Bullying is among the top concerns that parents have about their children's safety and well-being at and on the way to and from school. Bullying is also a top concern of children and young people themselves. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem; and destroys their sense of security and can be psychologically damaging. Bullying impacts on its victims' attendance and attainment at school, marginalises those groups who may be particular targets for bullies and can have a lifelong negative impact on some young people's lives. At worst, bullying has been a factor in child suicide.

It is acknowledged that bullies may have complex reasons for their behaviour and the children at Amicus all have had their own traumas (often involving abuse) around not being treated appropriately at times they may act out their previous treatment on others. It should also be recognised that the consequences of being allowed to 'get away with it' can be detrimental to them as well as to their victim. All children deserve the opportunity to be helped to understand what acceptable behaviour is. Children are made aware of this through Amicus' therapeutic culture and ethos which is embedded in the work carried out with the children and in our relationships with them and models acceptable behaviours and how to treat each other. Children who are placed at Amicus for residential care as well as education also have the Daily Children's Meeting where discussions around the day and their feelings evoked in them and with each other can be discussed and thought about and explored further. Children are also educated through PSHE, circle time, various lesson; such as drama to raise awareness, with discussions of differences between people and the importance of avoiding prejudice.

There are criminal laws that apply to harassment, assault and threatening behaviour. If staff feel that an offence may have been committed they should seek assistance from the police.

## Cyber-Bullying

Amicus takes seriously all forms of bullying, but also has a strong focus on working with staff and children around helping them to identify and protect themselves from cyber-bullying and how to deal with this if it occurs. It is recognised that through increased use of IT equipment and social media, that the risk of cyber-bullying is ever more prevalent.

Amicus finds bullying unacceptable towards our staff and/ or children whether from other children, parents/ carers or colleagues. All have rights and responsibilities to ensure that children nor staff are bullied and should work together to create a safe environment free from bullying and harassment.

Amicus will work with the parents/carers of children to help support them in managing their own and their child's use of social media and the internet, this would be carried out through individual family work and parent's evenings. Amicus works hard to create collaborative relationships with the children's families and feel that communication is key to successful trusting relationships. If parents have concerns around their child's care or education then they should discuss this in an appropriate manner. There are contained and boundaried forums which can facilitate a discussion for this purpose.

Staff and children will be supported in line with our Anti-Bullying Policy.

## Children Bullying Children (*Peer on Peer Abuse*)

One of the main aspects of therapeutic community work is for the children to gradually, through experience, learn how to live more successfully and cooperatively alongside and with others. The aim is to help enable them to achieve more fulfilling and positive relationships. Part of this task is for them to begin to learn how they impact on others, to take responsibility for their behaviour and to understand what acceptable behaviour is and what is unacceptable behaviour towards others. There will therefore be an explicit expectation at Amicus, clearly articulated to the children, that bullying and intimidation of any kind is unacceptable. A clear part of this will be the protection and support of those who are being bullied. At the same time those carrying out any bullying need to have their behaviour addressed and to receive suitable consequences for their action and guidance.

Staff need, without condoning it, to be aware that bullying in all its manifestations is very likely to occur amongst the children. Most children will bully in some way but those suffering from emotional damage or difficulties are much more likely to act out their often-profound anxieties/feelings and to force them onto others through their behaviour towards them. When other emotionally damaged children are the receivers of this behaviour they themselves will often lack the emotional equipment to deal with this bullying adequately, making them often doubly vulnerable. Staff need therefore to be constantly vigilant to the signs of bullying so as to both protect those being bullied and to guide and attempt to understand those doing it.

For any thinking or actions on bullying to be successful, staff need to create an environment where children feel safe to discuss their feelings and experiences of it. There need to be safe places both formally (group meetings and individual special times) and informally where this can happen. The children need to encounter their feelings and experiences of being bullied and bullying taken seriously and genuine protection or understanding offered to them.

The children carrying out the bullying need to know they are equally part of any discussion on this subject and that although their actions are not acceptable, they themselves are not condemned. They need to know that they and the reasons behind their bullying will be attempted to be understood. The aim is, through a culture that, both formally and informally, encourages open discussion and thinking around the children's experiences and feelings, the needs and reasons behind things such as bullying can be openly discussed and thought about. The children's difficulties between each other, antagonisms, prejudices and corresponding unacceptable behaviours can be acknowledged, thought about and addressed. By allowing the children's difficult feelings and needs to bully to become part of a real live discussion where they are challenged within a context of thoughtful consideration and understanding, the roots of their need to bully and hurt others can be opened up for serious thinking and reflection. It is through these processes that genuine changes in the children's often difficult feelings and corresponding unacceptable behaviours towards others may be facilitated. The crux is that the children's bullying cannot be seen or treated in isolation but as part of their overall difficulties and emotional damage.

On a more practical level all incidents of bullying need to be well recorded. Patterns need to be looked out for and corresponding clear risk assessments made. Training will regularly address bullying and definitions of it must be continually clarified and defined.

## Staff Bullying Children

Often emotionally damaged children will evoke very difficult emotions in the staff through their behaviour and interactions. They can be extremely provocative, sometimes evoking in staff violent or overwhelming feelings. It is very easy for even normally mild-mannered staff to want to retaliate, punish, and to carry out retribution. These feelings can be, often quite unconsciously, carried through into their interactions with the children and maybe acted out towards them. This will often manifest itself in various kinds of bullying of the children, again sometimes quite unconsciously.

It is vital therefore that staff have clear guidelines, training and thinking not only on child-to-child bullying but also on adult to child bullying. There needs to be a culture where staff are able to think together about their work and interactions with the children and the emotions they evoke. This thinking must be rooted in the culture of the homes but also formalised through good and regular group and individual supervision and consultation. Staff must be open to criticisms and thinking around their practise including acknowledging when their practise may be touching on the coercive or bullying. If they experience other staff bullying the children they need to know there is a forum for this to be openly discussed and considered and also that this is not acceptable. It is these processes that may help stop bad practise and staff bullying per se and also prevent it from deteriorating into actually abusive practice.

## Staff Bullying staff

There are occasions when staff members, either individually or in groups, may bully their colleagues. The reasons for this are manifold and the specific scenarios too extensive and varied to list. What is important is to be aware that in the often emotionally charged and challenging environment of residential work with troubled children, the chances of staff to staff bullying can, without serious monitoring, be greatly increased. Staff often work under a great deal of emotional and personal pressure. They can be made to feel a whole range of difficult emotions by the children in their care. They can be made to feel impotent, useless, scared and very vulnerable. Often the children will, through their challenging behaviour push the staff to their very limits both emotionally and on occasion, physically.

In this environment staff may act out these difficulties or pressures in their interactions with each other. Their own difficulties and feelings can easily be deflected on to their colleagues. Often one staff member may be scapegoated for the difficulties of a colleague or even the whole team. Again the types of bullying are manifold and too numerous to list.

In most cases bullying will be done quite unconsciously by those carrying it out and all staff therefore could potentially be involved. It is important to create a culture that acknowledges this potential and enables the staff to think about it together creatively and constructively.

Formally, both regular individual and group supervision, Group Process Meetings and consultations are vital forums where this issue can be discussed, challenged and addressed by the staff team. External consultants are particularly valuable in this task as their role on the edge of the organisation gives them a more objective stance. They may, then, be more able to recognise and therefore challenge abuses of authority and individual or organisational bullying. By not being part of the day to day work of the homes and the obvious pressures involved, they may be more able to see the unconscious and cultural factors influencing staff on staff bullying. These are factors to which the regular carers and management may be quite blind.

A culture of open discussion and monitoring around staff interactions and relationships and learning from experience will be an important part of Amicus life. This is fundamental in maintaining good and effective working relationships and therefore has a vital impact on working practice and the potential for staff bullying. Workers must therefore be prepared to have their practice and relations with each other constructively considered and addressed. When they are unable to do this, it must be recognised as a potentially serious problem. When this occurs, the possible reasons will need to be thought about, addressed and recorded in line manager supervision sessions and through external consultations and disciplinary proceedings may commence if necessary.

It is hoped that the above culture and forums will diminish the chances of staff to staff bullying and when it does arise, allow for it to be thoughtfully addressed. In cases where these forums do not satisfactorily address issues of staff bullying staff, the normal Amicus complaints and grievances procedures will be applied.

## Countering-Bullying Procedure

### What to look for:

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school or leaving authorised from the home.

Members of staff and all members of the community must be alert to the signs of bullying; legal responsibilities are known, and community members should act promptly and firmly against it, in accordance with the organisation's policy. Surveys have shown that in the vast majority of bullying incidents, MOST people knew that what was going on was wrong. Sometimes people, either through lethargy, peer group pressure, or tacit support for what is going on, fail to take action.

### What to do:

The way to stamp out bullying is for people to be aware of the issues involved, and to be clear in their own minds what action to take should cases arise:

### If you are the victim

1. If you feel able to, confront the bully by verbally making him/her aware that you think that what he/she is doing is wrong.
2. Share your feelings with someone else.
3. If possible talk to a member of Staff, your Link-Worker, Teacher or a Manager about the incident. If you would rather not go straight to a member of staff, talk to another trusted adult. They may well be able to advise on an appropriate course of action or will be able to involve other people who can. There are also people outside the organisation who would be willing to help. They are the follow people/ organisations and can be contacted as detailed below:

- **Childline:** 0800 1111
- **Children's Commissioner:**  
The Office of the Children's Commissioner  
Sanctuary Buildings  
20 Great Smith Street  
London  
SW1P 3BT

Tel: 020 7783 8330

Email: [info.request@childrenscommissioner.gsi.gov.uk](mailto:info.request@childrenscommissioner.gsi.gov.uk)

## Prevention

All staff involved in the care, education and/or supervision of children will be made aware of the issue of bullying and the need to apply the o's policy consistently when episodes of bullying are witnessed or reported. Amicus empower all members of staff to be confident to interrupt and confront potential bullying situations. Staff will constantly reinforce the message to children that bullying is unacceptable and that they will take positive action to prevent and control it.

In addition, the issue of bullying will be raised with pupils at a number of levels including:

- Giving a consistent and clear message about the unacceptable nature of bullying
- At classroom level – during lesson, circle time, projects, PHSE and Citizenship
- At individual level – children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents. There is consistent and fair management of behaviour difficulties.

- Amicus recognises that there are particular times when children may be more vulnerable to bullying – lunch and break times and the beginning and end of the school day, in the home, outside clubs and activities. Arrangements will be made to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.
- Advice will be given to children and their parents/cars about how to protect themselves online and how to engage safely and responsibly with email and social media
- Children will be encouraged to talk to staff about incidents of bullying which they experience or, of which they may be aware. In these circumstances staff will respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.
- To help all understand that the reason someone bullies another person may be to do with them feeling bullied by someone else or they may have been treated that way before or may be frightened or unhappy.
- The homes, school and office will display bullying and friendship posters
- Lessons and discussions in school and home on online safety and bullying and to ensure that children are clear about what is expected of them online as well as offline.

All of these preventative strategies operate within an ethos founded on equality, fairness and respect for others in which individual differences are celebrated and seen as a source of enrichment. In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other (and children and carers) with courtesy and respect and will model appropriate and acceptable behaviour.

(Again, refer to the Behaviour Policy for further information on codes of conduct etc)

## Implementation

The Amicus Community is committed to creating a bully-free environment and all staff involved in the care, teaching and/or supervision of children will take responsibility for addressing incidents which fall within the organisation's definition of bullying and ensure that the victim receives what support is required; the bully is informed of the unacceptability of his/her behaviour and a record is made of the incident.

All children need to be aware that staff want to be informed of any incidents or concerns and that action will be taken when bullying is reported.

### **Procedure if a Child should Witness Bullying Behaviour**

1. Support the victim by offering your friendship and make it clear that in your opinion what is happening to them is wrong.
2. Encourage them to speak out on their own behalf by confronting the bully, or with their permission, confront the bully yourself.
3. Accompany the victim to a trusted adult or suggest that you see their Link Worker or Teacher on their behalf.

### **Procedure for Members of Staff should you Witness an Incident of Bullying or it is Reported to You**

1. Reassure and support the children involved.
2. Advise them that you are required to pass details on to the relevant member of the management team. (Home Managers, Head Teacher, Service Manager, Directors.)
3. Inform an appropriate member of the management team as soon as possible. The Home Managers and Head Teacher must record all incidents of reported bullying and ensure that the Directors are informed. The Home Managers and Head Teacher will keep a central log for their home or school of all complaints or incidences of bullying and record the way in which they were dealt.

### **What will Happen?**

The victim will be interviewed by their Home Manager or Head Teacher, on their own, and asked to write an immediate account of events. If the child is unable to write an account this can be dictated to an adult who will write it on their behalf. The process for dealing with bullying will be explained clearly to them.

The victim is also given the opportunity to discuss their own reactions and behaviour towards the bully. The victim is given support and advice and counselling is suggested if deemed appropriate and is supported to continue to attend their education.

Once the Home Manager or Head Teacher are clear that a bullying offence has been committed, the bully and any others involved will be interviewed individually and asked to write an immediate account of events. The process for dealing with bullying will be explained clearly to them.

Details of the incident will be recorded on all the children's' files. The Directors are copied in so that it can be recorded as a bullying incident. The management team will decide on an appropriate course of action. In the first instance the Home Manager or Head Teacher will interview the child or children whose behaviour has caused distress and give him/them a formal bullying warning; making it clear that any further incident (or discussion about the current incident) would be considered to be further bullying. It will be made clear why the behaviour was inappropriate and unacceptable. Support and counselling will be offered. A suitable consequence will also be given.

If the Home Manager or Head Teacher decides it is appropriate, or it is a child's second offence, the Directors will become involved and the parents / carers of the perpetrator/s will be informed by letter or telephone. The following sanctions may be applied in accordance with the organisations behavioural policy.

- Asked to apologise
- Discuss the incident with their Link-Worker, Teacher, a Manager or the Head Teacher and/or their parents/carers
- Pay for any damaged belongings
- Spend time in the office or another classroom
- Forfeit break-time activities or other privileges
- Awareness training - to help child perpetrators understand the impact of their behaviour
- participation in empathy development, cultural diversity, anti-harassment, anti-bullying or intergroup relations programs;

- Formal Home or School Warning from the Home Manager or Head Teacher. The Director will speak to the pupils involved and will contact the parents, guardians or child's Social Worker giving details of the offence and inviting them to the organisation to discuss the matter and to be present when their child is given a Formal Home/ School Warning. Their support for the organisation's actions should be enlisted if possible.
- In very serious cases; Suspension from school at the Head Teacher's discretion (If the incident occurred at school - see the School's Discipline and Exclusion Policy).
- As a last resort, exclusion from school and possible placement termination at the Director's discretion (If the incident occurred at school - see the School's Discipline and Exclusion Policy).

These are minimum sanctions. In very serious cases it may be necessary to make a report to the Police or Social Services. However, it is the policy of the organisation to attempt to resolve such issues internally using our own disciplinary consequences, unless the matter is of such gravity that a criminal prosecution is likely. Through Amicus' open therapeutic culture, we have found that incidents of bullying are rare as discussions around the children's prejudices and feelings around difference and feelings in general are spoken about and explored as part of our therapeutic work on a day to day basis and within everyday interactions.

The organisation will raise awareness of the staff through training, taking into account relevant legislation and government guidelines and take action to reduce the risk of bullying at the times and places where it is most likely to occur. The key points from this policy will be prominently displayed on the organisations notice boards and will be discussed with children during individual 1:1 sessions and Link-Worker sessions. Anti-bullying will feature as a discussion point for Children's Meetings when required and feedback will be taken to the management and staff team. It will also be revisited as necessary during PSHCE sessions to all years and reinforced in other areas of the curriculum as the opportunities present themselves e.g. drama, physical education. Opportunities will also be sought to allow parents/carers to contribute to the organisation's actions to prevent bullying.

Annual children's surveys will be used to facilitate an understanding of the level and type of bullying that pupils might have experienced.

Incidents of reported bullying will be followed up by those working with the children, and Managers, to monitor that the problem has been resolved. The record of bullying offences will be reviewed by the Home Managers and Head Teacher regularly the management meetings to watch for patterns and check that the policy is effective. We are absolutely confident that the majority of people at Amicus will agree with our sentiments on Bullying. It is our intention to identify and take action against those who do not.

## **Post Incident Responses for the Victim**

When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated, following the steps mention above.

We offer a proactive, sympathetic and supportive response to children who are the victims of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:

- immediate action to stop the incident and secure the child's safety;
- positive reinforcement that reporting the incident was the correct thing to do;
- reassurance that the victim is not responsible for the behaviour of the bully;
- strategies to prevent further incidents;
- sympathy and empathy;
- a chance to discuss their feelings formally, individually or in a group;
- extra supervision/monitoring;
- creation of a support group;
- adult mediation between perpetrator and victim (in a manner felt to be appropriate and in line with our school anti-bullying ethos);
- arrangements to review progress.

## **Post Incident Responses for the Bully**

Amicus takes bullying behaviour very seriously and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. Amicus does not believe that the use of punishment is helpful in managing this problem but is of the view that the positive use of consequences can be useful in demonstrating to bullies that their behaviour is unacceptable and in promoting change.

Amicus will respond to incidents of bullying behaviour in a proportionate way as mentioned previously in this document. The more serious the cause for concern the more serious the response. When consequences are felt to be necessary they will be applied consistently and fairly. The following options will be considered:

- immediate action to stop an incident of bullying in progress;
- engagement with the bully to reinforce the message that their behaviour is unacceptable;
- withdrawal from privileges, as long as it is made clear to the child why this is happening and there is a clear and formal opportunity to talk about this. The withdrawal from a privilege needs to serve a particular, known purpose and not be an arbitrary, misunderstood punishment;
- counselling/instruction in alternative ways of behaving and discussion of possible reasons for the behaviour/bullying;
- a chance to discuss their feelings formally, individually or in a group;
- adult mediation between the perpetrator and the victim;
- positive reinforcement for children in order to promote change and bring unacceptable behaviour under control.

## **Monitoring and Evaluation**

All incidents of bullying will be recorded. Patterns need to be looked out for and corresponding risk assessments made where necessary. Training will regularly address bullying and definitions of it will be continually clarified and defined.

The effectiveness of our Anti-bullying policy is monitored in line with our monitoring policy.

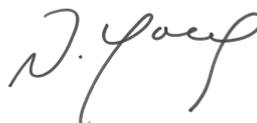
## Further References

- Teaching Online Safety in Schools, DfE 2019
- Preventing and tackling bullying, Advice for headteachers, staff and governing bodies, DfE, July 2017
- Cyberbullying: Advice for headteachers and school staff, DfE, 2014
- Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies DfE Guidance, July 2011
- Safe to Learn, Embedding Anti-Bullying work in Schools, DCSF, 2007
- [www.cyberbullying.org](http://www.cyberbullying.org)
- Childline: 0800 1111 :

<http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx>

**Signed by Designated Safeguarding Lead (DSL):**

**Date: August 2021**



**Nicky Young**

## Policy Reviews

<b>Date of Review</b>	<b>Information on Updates</b>	<b>Reviewed By</b>
Jan 21	General review – re-formatted	NY
August 2021	Updated to reflect change in KSCIE guidance from 2019 – 2021	RN

Signed by Director:  
Date:

Rebecca Newton

## Policy Reviews

Date of Review	Information on Updates	Reviewed By

