Chadsgrove Educational Trust Specialist College

ANTI-BULLYING POLICY

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1. Introduction

1.1 Chadsgrove Educational Trust (the College) provides extended learning opportunities for vulnerable students aged 19-25 with physical disabilities and/or complex medical needs.

1.2 Bullying is an anti-social behaviour which affects everyone, and the College is committed to creating a climate where bullying behaviour is not accepted by any member of the College community.

2. Purpose

2.1 This policy stands alongside the College's Behaviour, Exclusions, Liberty Safeguarding & PPI Policy, Safeguarding Policy & Guidance, and Equality, Diversity & Inclusion Policy; specifically identifying the procedures that the College will employ in response to bullying behaviour

2.2 This policy is made with reference to government guidance on tackling bullying, available at www.gov.uk/government/publications/preventing-and-tackling-bullying

3 Aims

3.1 To demonstrate that the College takes bullying seriously and that such behaviour will not be tolerated.

3.2 To take measures to prevent all forms of bullying in the College and during off-site activities to ensure that students learn in a supportive, caring and safe environment without fear of being bullied.

3.3 To identify actions to be taken where bullying behaviour is identified.

4 Principles

4.1 Bullying affects everyone; it is unacceptable and will not be tolerated.

4.2 All issues of bullying must be addressed to enable students to fully benefit from the opportunities available at the College.

4.3 If bullying does occur, all students should be able to report incidents and know that they will be dealt with promptly and effectively.

5 Defining Bullying

5.1 Bullying is any physical or psychological behaviour:

- where there is a deliberate intention to hurt or humiliate
- where there is a power imbalance that makes it hard for the victim to defend themselves
- that is usually persistent

Occasionally, an individual incident may be deemed to be bullying if it fulfils all other descriptions of bullying.

6 Bullying Behaviour

6.1 Not all aggressive behaviour is bullying.

6.2 Some individuals may feel they are being bullied when there is no intention from others to cause them distress. Such perceptions of bullying are valid and should be taken seriously, and action taken to address the issue with all parties involved.

6.3 The nature of bullying behaviour includes, but is not limited to:
- Emotional: e.g. being unfriendly, excluding, tormenting
- Physical: e.g. pushing, kicking, hitting, spitting or any use of violence
- Sexual: e.g. unwanted physical contact or sexually oriented comments or gestures
- Racist: e.g. racial taunts, graffiti, symbols
- Homophobic/Transphobic: e.g. taunts relating to sexuality
- Religious: e.g. criticising or mocking religious practices, clothing or adornments

and may be
- Gestural: e.g. hand gestures, facial expressions
- Verbal: e.g. name-calling, sarcasm, spreading rumours, teasing
- Telephonic: e.g. by text messages, calls and voicemail
- Cyber: e.g. email, chat room misuse, social media, uploaded photographs

7 Responding to Bullying

7.1 Any student who feels that they or a peer are being bullied can report this confidentially to any member of staff and expect to be fully listened to and supported.

7.2 Any student reporting bullying can openly discuss the nature of their bullying, without fear of further bullying or discrimination.

7.3 If staff witness or are alerted to an incident of bullying they should immediately take action in accordance with the Anti-Bullying Guidance for Staff (appendix 1), calling for support if required.

7.4 Reported incidents will be investigated and recorded on CPOMS.

7.5 Students who have been bullied will be supported by staff through:
- being listened to through an immediate opportunity to discuss the experience
- being given reassurance to restore self-esteem and confidence
- being helped to seek a solution through manageable steps
- being offered continuing support until the situation is resolved

7.6 Students who have bullied will be responded to by:
- being listened to and encouraged to express their perspective of the incident
- being encouraged to understand the inappropriateness of their behaviour and the need for change
- being supported to address and change their behaviour
- being supported to make a genuine apology to the victim

7.7 The Life Space Interview (appendix 2) offers a format for staff to manage handling of an incident.

7.8 Where deemed appropriate by the College Leadership Team, the following disciplinary steps may be taken against students who have bullied:
- informal warning to cease bullying behaviour
- formal warning to cease bullying behaviour
- exclusion from certain areas of College premises or activities
- fixed-term exclusion from College
- permanent exclusion from College

8 Appendices

Appendix A: Anti-Bullying Guidance for Staff
Appendix B: The Life Space Interview

Anti-Bullying Guidance for Staff

All staff should encourage positive relationships between students and actively raise students' self-esteem through positive reinforcements, recognising and celebrating positive attitudes and behaviours. Staff will demonstrate appropriate role modelling for students through their own behaviour to each other and to students. Students will be supported to understand themselves and others, and to try and develop skills to enable them to report being bullied or witnessing incidents of bullying.

Staff should take immediate action if bullying is reported or suspected. All cases must be reported to the senior staff present and be logged on CPOMS.

- An allegation of bullying must be fully investigated and dealt with appropriately to ensure there is no recurrence
- When bullying is suspected, every effort will be made to establish the facts and appropriate action will be taken to ensure there is no recurrence
- All parties will be offered support

Responding to an incident of bullying

- Stop and listen straight away.

- Take the incident seriously.

- Ensure that an environment is created in which victim(s) or witnesses feel safe and are willing to disclose details of the incident.

- Write brief notes of what you are told, while they are speaking. What you write at the time may prove to be important later. If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.

- Do not guarantee that you will keep what is said confidential or secret, you have a responsibility to tell the right people to get something done about it.

- Get as much information as possible: who, what, why, when, where, how etc., as sensitively as possible without pressurising the student(s) into giving an instant account.

The Life Space Interview

The Life Space Interview (LSI) is a strategy for providing active intervention in young people's lives. Staff talk with students about during moments of crisis or stress, for example, immediately after being bullied by another student. Therapeutic efforts are made to restore the student's belief in themselves and strengthening their self-esteem. The LSI gives time for both the student and adult to share their perspectives and to work together on a possible solution. Staff can use the LSI to help students move from impulse to self-regulation to self-determination, using a process identified by the acronym 'I ESCAPE'.

I   Isolate (find a quiet space to communicate with the student)

E   Explore (listen to the student's account of the incident)

S   Share (tell how it appeared from other side)

C   Connections (relate to other incidents, feelings and behaviours)

A   Alternatives (what else could the student do?)

P   Plan (what are the student and you going to do?)

E   Enter the student back into their routine