



**TEENAGE** KICKS

• ENGAGEMENT • PROGRESS • OUTCOMES

# Anti-Bullying Policy

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| Approved by:       | Colin Phillips | Date: August 2023 |
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## Aims:

At Teenage Kicks we aim to provide a safe, caring and friendly environment for learning for all, for all pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussions around differences between people, challenging prejudice and celebrating diversity.

We recognise that the school has a responsibility to understand the community they serve and to respond to identified concerns including proactively teaching about threats to their health and safety. We will therefore adopt a contextual approach to bullying and child on child abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all form of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are cared for and safe in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering the context of any concerns which need addressing, we will consider, where a pupil may have protected characteristics. This will ensure any action taken but the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

## Legislation and statutory requirements:

The Law states that an educational establishment has to have measures in place to prevent bullying. This policy is based on advice from the Department for Education (DfE) on:

- Preventing and tackling bullying July 2017
- The Equality Act 2010
- The Children Act 1989
- The Education and Inspections Act 2006
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Communications Act 2003
- Public Order Act 1986
- Advice for parents/carers on cyberbullying

DfE guidance explains that academies should publish their behaviour policy and anti-bullying strategy online. This policy complies with our funding agreement and articles of association.

## Definition:

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

<http://www.antibullyingalliance.org.uk/about-us.aspx>

## Developing a whole school approach

At Teenage Kicks we include staff, students' parents, governors, and the wider community views as a part of the development of this policy.

## We believe that:

- To be able to learn, our students must feel safe and secure in the learning environment
- All bullying is unacceptable and will not be tolerated at Teenage Kicks
- Students must feel confident that any reported incidents will be dealt with effectively by all staff
- We must investigate all incidents of bullying and support the victim and the bully
- Student's who bully will be supported to reflect on their behaviour and be given the opportunity to repair the harm done

- Everybody in our school community has the responsibility to respond promptly and effectively to bullying
- All reported incidents must be taken seriously
- We must share concerns of bullying with parents/carers about bullying and deal promptly to with complaints.
- Some students may need referrals to external agencies or support networks. We will liaise closely with students along with parents/carers if this is deemed necessary.

## Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups. Staff work closely with identified pupils to provide additional support where necessary. All staff are aware of the social, emotional, and mental health difficulties that our most vulnerable student's face. Staff implement strategies from Education, Health and Care Plans along with advice from professionals working with the young person. We collaborate with parent's/carers and relevant external agencies to support these young people and the adverse challenges that may face.

## Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people. A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group. A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

### Specific types of bullying:

Prejudice Related Bullying Under the Equalities Act 2010, it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

### Other vulnerable groups include:

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

### Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

Dismissing such language as banter is not helpful as it is being used to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

### **Hate crime and bullying**

There is no legal definition of a hate crime. However, the police and the CPS (Crown Prosecution Service) have an agreed definition of hate crime as:

"Any criminal offence which is perceived by the victim or any other person, to be motivated by hostility or prejudice based on a person's race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by hostility or prejudice against a person who is transgender or perceived to be transgender."

There is a distinction between a hate crime and a hate incident.

**"A hate incident is any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender."**

However, a hate incident does not necessarily break the law. Where a hate incident amounts to a criminal offence, and is based on one of the five protected characteristics, it is known as a hate crime. The type of conduct which will be considered as a hate incident is wide ranging and includes the following:

- verbal abuse;
- harassment;
- bullying or intimidation;
- physical attacks;
- threats of violence;
- hoax calls, abusive phone or text messages, hate mail;
- online abuse;
- displaying or circulating discriminatory literature or posters;
- graffiti;
- arson;
- throwing rubbish in a garden; and
- malicious complaints.

Any concerns about hate incidents/crimes should be discussed with a member of the Senior Leadership Team. Information on how to report a hate crime can be found at <https://www.report-it.org.uk/home>

Children can report any crime anonymously at <https://www.fearless.org/>

## **Behaviour often associated with bullying:**

### **Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully.

Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

### **Banter**

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks' Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying. Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

### **Child on Child Abuse**

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above. For more information, see our 'Child on child Abuse Policy'

### **Sexist and sexual bullying**

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the Child on child policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and child on child abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

Bullying can take place between:

- o young people
- o young people and staff
- o between staff
- o individuals or groups

### **Methods of bullying:**

**There are a number of methods of bullying which can be summarised as:**

- Physical aggression – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

- Non- verbal – staring, body language, gestures
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion, internet chat rooms, Instagram or WhatsApp, burn pages (on Facebook)
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization. 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'.

Some acts of bullying will act as a criminal offence and, in these cases, other organisations such as the police will need to be contacted.

## **Where does bullying take place?**

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises. Cyberbullying The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour. We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour. Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

## **Bullying outside of Teenage Kicks:**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## What to look for – signs and symptoms of bullying and staff awareness.

All staff must be alert to the signs of bullying. These may include:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent complaints to staff with symptoms such as headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide
- Choosing the company of adults

## Strategies to support Anti-Bullying:

### The role of staff

All staff have the responsibility to ensure that students treat each other with respect. Staff reward students for polite behaviour. All staff at Teenage Kicks provide an inclusive environment and take all forms of bullying seriously and do their utmost to prevent it from taking place.

To prevent incidents of bullying, staff should:

- Praise and promote positive relationships built on mutual respect
  - Use consistent and proportionate sanctions when necessary
  - Act as positive role models
  - Ensure that all pupils are appropriately supervised during lessons and during social times
  - Report all cases of bullying to the Head or senior management without delay
  - Make students aware of the school's policy
  - Ensure that pupils understand that if they have been bullied or witnessed bullying, they should inform somebody, this could be a member of staff, parents, or a peer.
  - Promote anti-bullying through education using the curriculum, particular the Personal, Social, Health, Education (PSHE) programme to raise awareness of issues relating to bullying.
  - Raise awareness with regards to the negative impact of bullying
  - Support students to access counselling with our onsite therapist
  - Provide support to those that have been perpetrators to help them to change their behaviour

## Training

Awareness of bullying will be addressed at staff training to ensure that the anti-bullying policy is understood and to ensure that staff are aware of legal responsibilities and know what support is available if required. We have a school councillor that supports our students emotional and mental wellbeing.



## Procedures

It is important for staff to act accordingly they witness a bullying incident or is approached by a pupil with regards to a bullying incident. It is important that this is addressed without delay in line with the agreed procedures.

- Minor cases of unpleasantness towards other students should be dealt with on the spot by the teacher
- If an incident is a cause for concern, teaching or support staff who have witnessed or who have been told about a bullying incident should take a detailed record of the incident and the named of those involved. Victims, alleged bullies, and witnesses should be interviewed separately by the member of staff first involved. Staff/witnesses should write independent accounts. If a student has witnessed bullying and require a scribe, the scribe should write exactly what the student is saying and not add any additional information or rephrase things. This should be recorded on CPOMS, linking in the head teacher or senior leader.
- The Head or senior leader will meet with all students/staff involved to investigate the incident and see if it can be resolved or whether further action is needed.
- Parent's will be informed if their child has been found to be a victim or perpetrator of a bullying incident.
- If the incident is of a serious nature and poses a safeguarding risk to a young person/staff member, the head/senior leader must be alerted straight away.
- Bullying of a persistent nature will be monitored and addressed by the head/senior teacher
- Both the victim and perpetrator will be supported by the pastoral team and progress will be reviewed to see if the intervention has worked or further action is required.
- Appropriate disciplinary sanctions will be implemented in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
- Following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the school's actions. This is available online or from the school office
- We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.

At Teenage Kicks there are clear sanctions for bullying, and this is reflected in the school behaviour policy. After a bullying incident has been investigated a disciplinary sanction will be given that reflects the seriousness of the incident to deter any further incidents. Staff will ensure that the facts are fully known, agreed, and understood by the victim/instigator before any decision is made. We will also be transparent with parents/carers on both sides. It is vital that we maintain positive relationships with parents/carers so that we can support the young people to move forward. In extreme circumstances or in the case of severe and persistent bullying strong sanctions, such as exclusions will be used.

The incident is of a serious nature and poses a safeguarding risk or is found to be unlawful or poses a risk to the public, we will inform relative external agencies such as the Police if it is found to be unlawful, or social services. To conduct the investigation fully, we reserve the right to search students, access student electronic devices and confiscate where deemed appropriate. Students may need to be isolated during the investigation period.

The staff team will work with the perpetrator to help them to understand why the sanction has been given and the importance of treating others with respects and not subjecting others to hurtful behaviour. Sanctions imposed will be relative to the age of the student. The sanction should deter them from acting in such a way again. It is important that our students can take responsibility for their actions both in school and in the wider community.

## Recording and reporting:

Bullying and behavioural incidents will be recorded by the member of staff who deals with the incident, and this will be stored on CPOMS Incidents deemed as 'bullying' incidents will be reported to the head teacher.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be stored in accordance with GDPR. The policy will be reviewed and updated every year.

## **Evaluation and Monitoring:**

This policy will be monitored by the Proprietor and reviewed every year. We will check through a range of pupil voice, the experience our children have of our anti-bullying policy in relation to:

- Being able to report bullying and get help
- Being heard
- Being aware of how they can provide peer support
- Being confident in the school's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience

## **Links to other policies:**

- Safeguarding Policy
- Behaviour Policy
- Complaints Policy
- PSHE Policy
- Equality and diversity policy

## Appendices

Organisations that can offer support

### Organisations that can offer support:

| Name  | Details  | Contact   |
|---|--|---|
| Child Exploitation and protection online (CEOP) | Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. “Policing” the internet.                                  | <a href="http://www.ceop.gov.uk/">http://www.ceop.gov.uk/</a>   |
| Childline                                       | UK’s free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils. | Helpline 0800 1111<br><a href="http://www.childline.org.uk/">http://www.childline.org.uk/</a>   |
| Childnet  | Non profit organisation working with others to help make the internet a great and safe place for children. KnowITAll, Digizen.org, Kidsmart, Young people and the internet, Young people and social networking   | <a href="http://www.childnet-int.org/">http://www.childnet-int.org/</a>   |
| NSPCC   | Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents / carers and families. 24 Freephone Helpline.   | Help for adults concerned about a child 0808 800 5000<br>Help for children and young people can call childline on 0800 1111<br><a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a> |
| Mencap  | UK’s leading learning disability charity. Provides support for young people who have a learning disability and their parents / carers. Running a campaign to stop the bullying of young people with a learning disability  | <a href="http://www.mencap.org.uk/">http://www.mencap.org.uk/</a><br><br>Contact 0207 696 6019  |
| Kidscape  | National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with   | <i>Helpline 08451 205 204</i>   |

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|  | <p>them. Helpline for parents of children who have been bullied. Website info re keeping children safe. Assertiveness training for young people.</p>  |   |
| Think U know                                     | <p>This is a site from CEOP for children and young people and practitioners to focus on how to stay safe online</p>   | <p><a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a></p>  |
| Parentline Plus                                  | <p>Biggest independent provider of parenting support in the country – national charity. Free confidential 24 hour Helpline. Run groups and workshops – face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment – 0800 783 6783</p> | <p><a href="http://www.parentlineplus.org.uk/">http://www.parentlineplus.org.uk/</a></p> <p>Helpline 0808 800 2222</p>  |
| UK Safer Internet Centre                         | <p>Works across the UK to provide support for children and staff. They have a professional's helpline and useful resources to support safe and responsible use of the internet</p>  | <p><a href="http://www.saferinternet.org.uk/">http://www.saferinternet.org.uk/</a></p> <p>professional's online safety helpline 0844 381 4772<br/>helpline@saferinternet.org.uk</p> |
| Anti-bullying Alliance                           | <p>The anti-bullying alliance is a coalition of organisations and individuals that are united against bullying</p>  | <p><a href="#">Anti-Bullying Alliance</a></p>   |
| Stonewell  | <p>Stonewell is an LGBTQ+ charity supporting people everywhere.</p>   | <p><a href="#">Stonewall</a></p>  |
| Educational Action Challenging Homophobia (EACH) | <p>Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline</p>  | <p><a href="http://www.eachaction.org.uk/">http://www.eachaction.org.uk/</a></p>  |
| Beatbullying                                     | <p>Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.</p>  | <p><a href="#">Bullying advice   Bullying UK</a></p>  |

