Education 1st
"enhancing lives through education"
Sports 1st

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Anti Bullying Policy

Policy Review
The responsibility of reviewing and maintaining this policy is Craig Dembicki (Managing Director). This policy will be reviewed annually.

Start date of policy: **19th February 2015**
Reviewed: **14th July 2026**
Date of next review: **14th July 2027**

Signed

Craig Dembicki
Managing Director
Education 1st

Purpose of this Policy:
Providing a safe and happy learning environment is integral to achieving the wider objectives of Education 1st improvement: raising attainment, improving Education 1st attendance; promoting equality and diversity; and ensuring the wellbeing of all members of the Education 1st community. If a student feels safe at Education 1st, they are in a much better position to realise the five outcomes of Every Child Matters — they can be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well-being.

Related Policies
Child Protection and Safeguarding Policy
Behaviour Policy
Online E-Safety Policy
ICT Acceptable Use Policy
PHSE Policy
Sex and Relationships Education Policy
Inclusion and SEND Policy
Equality and Diversity Policy
Complaints & Feedback Policy
Positive Handling Policy
Health and Safety and Risk Management Policy
Drugs and Alcohol Awareness Policy
Wellbeing Policy
Exclusion Policy

Definition of Bullying

Bullying is considered to be behaviour that is repetitive, wilful or persistent, intentionally harmful, carried out by an individual or a group. As a result, there is an imbalance of power leaving the victim feeling defenceless. (Anti-Bullying Alliance definition)

Key characteristics of bullying:

- Repetitive and persistent
- Intentionally harmful (physically and/or emotional)
- Involving an imbalance of power
- Causing feelings of distress, fear, loneliness or lack of confidence
- Can be direct such as physical aggression or indirect acts such as spreading rumours, ignoring

Aims of the Anti-Bullying Policy

Education 1st takes a zero-tolerance approach to sexual violence, sexual harassment and discriminating against a person in line with a protected characteristic. All members of the Education 1st community are made aware that it is important not to pass off any sexual violence, sexual harassment or discriminatory comments / actions as ‘banter’, ‘part of growing up’ or ‘having a laugh’. We will create an environment where students can grow and flourish without fear; all students have the right to be safe in and out of Education 1st and to be protected when they are feeling vulnerable.

We aim:

- to ensure students learn in a supportive, caring and safe environment, without fear of being bullied;

- to demonstrate that the Education 1st takes bullying seriously and that it will not be tolerated;
- to take measures to prevent all forms of bullying in the Education 1st and during off-site activities;
- to support everyone in actions to identify and protect those who might be bullied;
- to clarify for all students and staff that bullying is wholly and always unacceptable;
- to demonstrate to all that the safety and happiness of students is paramount;
- to promote an environment where young people feel they can trust and tell adults if they are being
- bullied or know about any bullying of others;
- to promote positive attitudes in students and eliminate discrimination;
- to ensure all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying;
- to ensure that all staff are aware of procedures through regular training.

In addition, this policy sets out a range of proactive strategies, reactive strategies and intervention systems which are in place to: a) prevent, de-escalate and/or stop any continuation of harmful behaviour; b) react to bullying incidents in a reasonable, proportionate and consistent way; c) safeguard the student who has experienced bullying and to trigger sources of support for them; d) apply appropriate consequences to the student/s causing the bullying and ensure they learn from the experience, in some cases through multi-agency support, and using Restorative Approaches and techniques where applicable.

Roles and Responsibilities

We consider that everyone within our alternative provision has a part to play in ensuring that our provision is a “telling” alternative provision. In order to tackle the issue of bullying we recognise that we need a range of strategies to deal with it.

Students:

a) To tackle bullying we need to establish an ethos of being a “telling” alternative provision. All of our students have an important role in ensuring that our policy is effective by reporting bullying incidents to members of staff. Students should support the alternative provision policy by not being bystanders when they see and hear incidents of bullying within the provision environment.

b) All students must consider the wishes and feelings of other members of the alternative provision community in regard to their own behaviour with specific awareness of how bullying behaviour may adversely affect the emotional well-being of others.

Staff:

a) Staff have a crucial part to play in ensuring that students feel safe to learn. Staff will play an active role by addressing any incidents of bullying which are reported to them. Incidents will be recorded and plans for supporting students and monitoring behaviour implemented, working in partnership with parents and carers at all times. Education 1st will be involved in National Anti- Bullying Week and staff will deliver sessions to inform students, develop greater awareness and ensure students are equipped with the skills to deal with bullying if they are a target of it or see it within the provision.

b) All staff have a responsibility to ensure that this policy and the procedures within it are fully implemented. Staff training and induction give the opportunity to reflect on the issues

surrounding bullying and have an understanding of how the alternative provision policy is reflected in its practice.

Parents/Carers:

a) Parents/carers have a responsibility to report any incident of bullying behaviour to a member of the provisions staff and allow the person investigating the incident the time to ensure it is a full and accurate investigation which ensures student safety remains uncompromised. The role of parents/carers in supporting their child to develop the range of social and emotional skills which minimise the chances of their child bullying cannot be underestimated.

Proactive Strategies

The culture and ethos of our alternative provision must support students and staff in dealing with bullying. The following proactive strategies are designed to prevent bullying happening:

- Advice and guidance is made available to students on the dangers of sharing personal and inappropriate pictures through social media and mobile phones (sexting);
- Sharing of information with students and parents on how to prevent and respond to cyberbullying when it occurs;
- Anti-bullying week (ABW) events in November of each year;
- Adult modelling of positive relationships;
- A restorative culture and ethos that supports the development of social and emotional well-being;
- Sharing relevant information when commissioning Education 1st through the referral process.

Cyberbullying

This differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity and the profile of the person doing the bullying. New technologies have meant that students are likely at some point to be a target of cyberbullying. This technology includes mobile phones, instant messenger, chat rooms and message boards, email, webcams and social network sites and can result in:

- Threats and intimidation;
- Harassment or “cyberstalking”
- Vilification/defamation;
- Exclusion or peer rejection;
- Unauthorised publication of private images or information;
- Manipulation;

It is important to recognise that cyberbullying can constitute a criminal offence in the UK, if it is considered to be a form of harassment. The rapid development of, and widespread access to, technology has provided a medium for “virtual” bullying, which can occur in or outside of provision. The wider search powers included in the Education Act 2011 have given Education 1st’s stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Sexting and the sharing of inappropriate pictures:

Sexting is a growing means of communication and relationship building by young people. However, the sharing of such images can often lead to bullying when images are shared without consent and verbal and other cyber bullying behaviours follow. The emotional damage that young people who find themselves in this situation suffer is a cause for concern for parents/carers and the alternative provision and as such Education 1st will investigate any matter brought to our attention. The sharing of these kinds of images is illegal and we will always work in partnership with the Police.

Specific sanctions for cyberbullying may include:

a) Confiscation of the mobile phone if it is used to contravene the Attitude to Learning (Behaviour) and anti-bullying policy (Education and Inspections Act 2006). This may include the deletion of images (or files) on electronic devices, including mobile phones. The provision will use its power to search students' belongings if it has cause to believe that cyberbullying has taken place. The disruption and emotional impact that cyberbullying has on students in provision following cyberbullying out of provision will be dealt with in partnership with parents and carers, and where necessary, the Community Police Team

b) Guidance issued to Education 1st in July 2013 by the Department for Education makes it clear that where incidents of any type of bullying, including cyber-bullying, take place outside of the Education 1st premises and are reported to us, it is important that we investigate and take appropriate action. Education 1st will investigate all complaints made by parents, carers or students and will, where necessary, impose sanctions

Prejudice-based Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia, disablist or transphobia abuse.

To address the years of unfavourable treatment experienced by some groups, The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. These are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race
- Sex
- Religion or belief
- Sexual orientation

Education1st promotes an Equality, Equity & Diversity understanding surrounding this.

Equality is more than simply treating everyone the same. Not everyone needs exactly the same treatment because we are not all starting from the same place with the same privilege and support. Some people, and some groups of people, have and still do experience less favourable treatment than others.

Promoting equality is about challenging inequality. It means challenging language and behaviours that lead to people being treated less favourably or having poorer outcomes at school or in life.

Equality is about addressing the imbalance and making sure those who need more help, support or protection can get it. It is not enough to simply give everyone the same resources or tools to succeed, people may need tools or resources specific to their circumstances. This might mean taking steps to help those with less money get to school or college or making sure those with a disability can enjoy the same places and experiences as everyone else.

Diversity aims to recognise, respect and value people's differences. Diversity doesn't just tolerate difference; it acknowledges and celebrates the richness it can bring.

Initiation/hazing type violence and rituals

Hazing or initiation ceremonies refers to the practice of rituals, challenges, and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group.

Hazing is seen in many different types of social groups, including gangs, sports teams and school groups. The initiation rites can range from relatively benign pranks, to protracted patterns of behaviour that rise to the level of abuse or criminal misconduct. Hazing may include physical or psychological abuse. It may also include nudity or sexual assault. Parents/Carers and Staff need to be alert to such behaviour and inform the safeguarding team immediately if they have any concerns.

Sexual violence and sexual harassment including upskirting

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Sexual violence can include:

Rape: Intentional penetration of the penis into the vagina, mouth or anus without consent.

Assault by Penetration: Intentional penetration of any other body part or object into the vagina, mouth or anus without consent.

Sexual Assault: Inappropriate sexual touching.

Sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making
- sexual remarks about clothes and appearance and calling someone sexualised
- names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering
- with someone's clothes (schools and colleges should be considering when any of

- this crosses a line into sexual violence - it is important to talk to and consider the
- experience of the victim) and displaying pictures, photos or drawings of a sexual
- nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of
- sexual harassment and/or sexual violence. Which may include:
- non-consensual sharing of sexual images and videos. (UKCCIS sexting
- advice provides detailed advice for schools and colleges);
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- A child under the age of 13 can never consent to any sexual activity;
- The age of consent is 16
- Sexual intercourse without consent is rape

Upskirting - a criminal offence

Upskirting normally 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 to cause upset to the victim. Upskirting often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated.

On 12 April 2019, a new law banning the invasive practice came into force across England and Wales and offenders can now be arrested and sent to prison. The criminal offence of 'upskirting' was created under the Voyeurism Act when it received Royal Assent in February 2019.

If you have any concerns regarding sexual violence or sexual harassment including upskirting around a child in your care please contact the Education 1st safeguarding team immediately.

Reporting and recording incidents of bullying

Students are able to report bullying to us through a 1:1 conversation with any member of staff. Parents/Carers are encouraged to talk to any member of staff if they have concerns regarding their child. All reported incidents will be fully investigated within a reasonable period of time. Any investigation needs to be done in a manner which ensures the target of the bullying feels safe about the process and the outcomes which may result from it.

Keeping records of bullying incidents will enable us to:

a) Manage individual cases effectively b) Monitor and evaluate the effectiveness of strategies c) Celebrate the anti-bullying work of the provision d) Demonstrate defensible decision-making in the event of complaints being made e) Engage and inform multi-agency teams as necessary. Details of the types of bullying, the length of time it has been

happening, the sanctions applied for the behaviour, the agreed way of monitoring the outcomes and the involvement and notice to the bullying students' parents/carers will all be recorded in student files. This information will be entered onto the student's behaviour record.

Bullying data will be used to:

a) Create evaluation reports for students, parents/carers and staff in order to demonstrate openness and to celebrate progress
b) Inform Management Team in order for them to monitor the anti-bullying work of the provision
c) Inform the commissioning body and LA

Sanctions

We have a responsibility to ensure that sanctions are applied fairly, proportionately, consistently and reasonably, taking into account any SEN or disabilities that students may have, and taking into consideration the needs of vulnerable students. Bullying by children with disabilities or SEN is no more acceptable than bullying by other students and it should be made clear that their actions are wrong and appropriate sanctions imposed. However, for a sanction to be reasonable and lawful, we must take account of the nature of the student's disability or SEN, and the extent to which the student understands and is in control of what he/she is doing.

Disciplinary sanctions have three main purposes:

a) To impress on the perpetrator that what he/she has done is unacceptable. b) To deter him/her from repeating that behaviour. c) To signal to other students that the behaviour is unacceptable and deter them from doing it.

The consequences for bullying should reflect the seriousness of the incident. We wish to ensure that our sanctions address bullying behaviours in a way which does not lead to escalation but resolution, and which gives the best chance that bullying behaviour will not be repeated.