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**Anti-Bullying Policy**

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**Approval Date: 1/11/2024 (Senior Managers of TPP)**

**Last Review 1/11/2024**

**Next Review 01/11/2025**

**Introduction**

The Peaceful Pony (TPP) provides Alternative Education and Therapeutic Services for children and families as part of our activities and service delivery. TPP work with children at our site in Ingatestone, the wider community and children/families’ homes. Children and young people attending our provision and accessing our service have the right to learn and feel safe in an environment that is free from bullying, harassment and discrimination.

Bullying is taken very seriously in every case and the child will be treated with kindness and non judgement. To ensure effective support when addressing bullying, the wider partnership working with schools/ families/ local authorities/ other statutory services will be taken into account.

This policy will ensure-

* Ensuring early detection and early intervention when bullying is identified. Ensuring all of those involved receive the appropriate support and bullying stops as soon as possible.
* To ensure all staff, volunteers, children and their families are informed about bullying, how TPP will prevent it and deal with it should it occur.

**Scope**

This policy applies to anyone working on behalf of TPP, including senior managers, the paid staff, volunteers and students. Other interlinking policies which will inform this policy are ‘Behaviour and Relationships Policy’ and ‘Staff Code Conduct’ to address codes of behaviour for children and adults. Also, our investigation Policy and procedure for preventing and responding to bullying and harassment, that takes place between adults involved in our organisation Investigation policies.

**Bullying Behaviour**

Bullying can be defined as physical or verbally aggressive behaviour which occurs. This includes a range of abusive behaviour that is -

* Repeated
* Intended to hurt someone either physically or emotionally.
* Often aimed at certain groups, for example because of someone’s race, religion, gender or sexual orientation.
* It is deliberate.
* It is difficult for those being bullied to defend themselves.
* It is emotionally or physically harmful behaviour which is:
* Based on an imbalance of power leaving the person who is bullied feeling defenseless.

For children that attend TPP, the definition of behaviour categorised at bullying within our provision would include-

* + Kicks, hurts or punches someone repeatedly.
  + Picks on someone every day
  + Does not show respect to someone several times on purpose.
  + Makes somebody else sad or upset a lot of the time.
  + Says rude or unkind words or calls somebody names every day.

**Forms of Bullying**

Bullying behaviour across all types of bullying can represent itself in several different forms. Children can be bullied in ways that are:

1. **Physical** – by being punched, pushed or hurt; made to give up belongings; having property, clothes or belongings damaged; being forced to do something they do not want to do.
2. **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
3. **Verbal** – by being teased in a nasty way; called names; insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
4. **Indirect** – by having nasty stories told about them, being left out, ignored or excluded from groups.
5. **Electronic/‘cyberbullying’** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

**Specific Types of Bullying**

TPP recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

* + Bullying related to race, religion or culture
  + Bullying related to special educational needs (SEN) or disabilities
  + Bullying related to being gifted/talented or academically able as their peers.
  + Bullying related to appearance or health conditions
  + Bullying related to sexual orientation
  + Bullying of looked–after children or otherwise related to home circumstances.

TPP recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

* + The ringleader - who through their position of power can direct bullying activity.
  + Assistants/associates - who actively join in the bullying (sometimes because they are afraid of the ringleader)
  + Reinforcers - who give positive feedback to those who are bullying, perhaps by smiling or laughing.
  + Outsiders/bystanders - who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
  + Defenders - who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a ‘reinforcer’ might become a ‘defender’ when the ringleader is not around.

**Cyberbullying**

When responding to cyberbullying concerns, TPP will:

* Act as soon as an incident has been reported or identified.
* Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
* Encourage the person being bullied to keep (but not to share until advised) any evidence (screenshots) of the bullying activity to assist any investigation.
* Take all available steps where possible to identify the person responsible. This may include:

-  looking at use of the school systems

-  identifying and interviewing possible witnesses

-  contacting the service provider and the police, if necessary.

* Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
* Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
* Confiscating and searching pupils’ electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE ‘Searching, screening and confiscation in school’ and Childnet cyberbullying guidance to ensure that the school’s powers are used proportionately and lawfully).
* Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
* Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
* Inform the police if a criminal offence has been committed.
* Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  1. Advising those targeted not to retaliate or reply.
  2. Providing advice on blocking or removing people from contact lists
  3. Helping those involved to consider and manage any private information they may have in the public domain.

**Recognising Signs and Symptoms**

TPP recognises the fact that some children are more vulnerable to bullying than others and are sensitive to the changes of behaviour that may indicate that a child or young person is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural differences. The following physical signs and behaviour could indicate other problems, but bullying will be considered as a possibility:

* + Being frightened of traveling to TPP
  + Losing self confidence and self-esteem
  + Being frightened to say what’s wrong.
  + Developing unexplained cuts, bruises and other injuries
  + Unwilling to go to attend TPP, development of phobias around TPP and unusual patterns of non-attendance.
  + Failing to achieve potential in TPP.
  + Becoming withdrawn, nervous and losing concentration.
  + Becoming isolated and disengaged from other children.
  + Developing changes in physical behaviour such as stuttering and nervous ticks
  + Regularly having personal objects/ or clothes destroyed
  + Having possessions go ‘missing’ or ‘lost’.
  + Starting to steal money or small items (to ‘pay’ the perpetrator)
  + Becoming easily distressed, disruptive or aggressive.
  + Developing problems with eating and food
  + Running away
  + Developing sleep problems and having nightmares

Where children are exhibiting extreme signs of distress and changes in behaviour, TPP will liaise with parents/carers and services commissioning TPP such as local authorises or Schools.

**Recognising reasons why Children may Bully**

Children may show bullying behaviours for a variety of reasons. Recognising why children bully, supports our provision in identifying children who are at risk of engaging with this type of behaviour. For these children, early identification and support can help prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

* + Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
  + Liking the feeling of power and using bullying behaviour to get their own way
  + Having a temperament that may be aggressive, quick tempered or jealous
  + Having been abused or bullied in some way
  + Feeling frustrated, insecure, inadequate, humiliated
  + Finding it difficult to socialise and make friends
  + Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
  + Being unable to resist negative peer pressure
  + Being under pressure to succeed at all costs.

**Responding to Bullying**

TPP can use a variety of approaches to address bullying, but all educational setting in best practice will undertake the following-

* We will make sure our response to incidents of bullying takes into account:
  1. the needs of the person being bullied.
  2. the needs of the person displaying bullying behaviour
  3. needs of any bystanders
  4. our organisation.
* Have a named member of staff leading anti-bullying issues.
* Make sure all staff are trained and feel confident to respond and effectively deal with all bullying incidents.
* Have an up-to-date anti-bullying policy addressing all forms of bullying which clearly explains how they’ll prevent and respond to bullying across their educational community.
* Encourage children and families to be involved in developing the anti-bullying policy and make sure it’s shared across TPP.
* Make sure children and families know how to raise bullying concerns and clearly understand how this will be responded to
* Monitor the effectiveness of their anti-bullying policy.
* Provide strategies to support those who are bullied and those who bully.
* Children and young people should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.

**Prevention of Bulling**

TPP will support the education and prevention of bullying by-

* Developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online, and within and outside of our activities
* Holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it
* Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, transphobic and sexual bullying
* Putting clear and robust anti-bullying procedures in place.
* Our regular discussions with staff, volunteers, children, young people and families will focus on:
  1. Group members’ responsibilities to look after one another and uphold the behaviour code.
  2. Practising skills such as listening to each other.
  3. Respecting the fact that we are all different
  4. Making sure that no one is without friends.
  5. Dealing with problems in a positive way
  6. Checking that our anti-bullying measures are working well.

**Diversity and inclusion**

TPP recognises that bullying is closely related to how we respect and recognise the value of diversity. Our provision will be proactive about:

* Seeking opportunities to learn about and celebrate difference
* Increasing diversity within our staff, volunteers, children and young people
* Welcoming new members to our organisation.

Find out more about:

* Safeguarding children who come from Black, Asian and minority ethnic communities
* Safeguarding d/Deaf and disabled children and young people
* Safeguarding LGBTQ+ children and young people
* Safeguarding children with special educational needs and disabilities
* SEND (please see related policies and procedures)

**Reporting Incidents of Bullying**

TPP encourages active conversation and reporting of incidents of bullying, from children who have experienced being bullied and bystanders who have witnessed an incident. TPP will provide a clear, accessible and confidential incident reporting systems, which include access to:

* 1. Tutor/Support Worker/therapist staff who are trained in listening skills.
  2. A designated Anti-Bullying Coordinator – Designated Safeguarding Lead
  3. Trained Family Therapist
  4. Regular opportunities to discuss bullying behaviour and ways to stop it.
  5. TPP’s incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in children are recorded and communicated to the whole school community via:
     + Anti-bullying information displayed on our website
     + TPP Information Pack
     + Notice boards/ policy display
     + Contact with parents/ weekly feedback on sessions.

**Monitoring and recording behaviour and relationship issues.**

TPP follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of our provision’s overall Behaviour and Relationships Policy. It supports the detection of bullying and allows for intervention at an early stage. This system involves a log of all incidents (**see Behaviour and Relationships Policy**) where a child has received an ‘orange’ or ‘red’ warning which is then collated and analysed by Senior staff and commissioners/ wider professionals working with the child/family. The team will then consider holistic needs and look at ways that all involved can be supported. Persistent bullying would constitute ‘red’ behaviour. Bullying behaviours will result in a meeting with parents/carers and possibly a Personalised Support Plan to support behaviour.

**Making sure the person being bullied is safe and feels safe.**

When a child reports being bullied, TPP will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

**Establishing and recording what happened by listening to the targeted child.**

After listening to the views and feelings of the targeted child and their account of what has happened to them, TPP will record the incident appropriately either using the system above or by completing Section A of the Bullying Incident Report Form **(see appendix for Log Bullying Incident Report Form)** where bullying has occurred.

Details will include:

* Date, time incident reported
* Member of staff to whom the incident was reported
* Date, time, location of alleged incident
* Nature of the alleged incident from the perspective of the person being bullied.
* Date, time when parents/carers were informed.

When an incident of bullying is reported to TPP, staff will endeavour to make a written record of this incident within 24 hours of the incident occurring**.** Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in our setting e.g. who, when, how, what action taken. It enables TPP to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

**Using a Restorative Approach**

Where appropriate and in most cases of bullying, TPP will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unwanted behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

* Accept responsibility for the harm caused to the individual being bullied.
* Accept responsibility for the harm caused to others (for example staff, friends or family)
* Recognise the need to take action to begin to repair the harm caused.
* Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period.

**Use of Sanctions**

Appropriate sanctions and support, for example as identified within TPP Behaviour and Relationships Policy and Safeguarding Children Policy, will be discussed and agreed in consultation with schools/ commissioning local authorities as well as children and parents. This will involve recording what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the bullied person, the person doing the bullying and those that have witnessed the bullying (‘bystanders’).

Sanctions will be applied fairly and proportionately in accordance with TPP’s Behaviour and Relationships Policy, taking account of any special educational needs or disabilities that a child may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful, TPP will take account of the nature of the child’s disability or SEN and the extent to which they understand and are in control of what they are doing.

Where an individual can be identified, TPP will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.

The consequences of bullying should reflect the seriousness of the incident. TPP takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying, TPP along with commissioning schools and local authorities will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. As with TPP’s restorative approach, sanctions for bullying are intended to hold the child to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the child to put right the harm they have caused. TPP will draw upon the school’s Behaviour and Relationships Policy and follow the system for sanctions, which includes:

* 1. Involving the child in developing appropriate ‘fair consequences’ for those who have been involved in bullying
  2. Removing/separating the child from other individuals or groups of children
  3. Withdrawing privileges
  4. Encouraging the child to apologise, either by letter/drawing/verbally
  5. Speaking to the child’s parents/carers

**Monitoring process and follow-up**

TPP will always ensure cases are monitored and followed up with all parties concerned, including parents/carers to ensure that the bullying has stopped. Part of TPP’s process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped (these may be outlined in a Consentient Management Plan). TPP will never assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought*.* The timing of this monitoring will depend on the agreed responsive approach.

If a child, parent/carer or TPP staff feel that a learner may be experiencing bullying behaviours, they will be logged in the ‘Pink Log’ (please see appendix). Senior in charge during the day, also key workers will have weekly contact to review holistically the wellbeing of the learner. A learner will not be removed from the ‘pink’ monitoring processes until all involved in the support of the child agree this should happen.

After following TPP’s procedures for responding to an incident of bullying, TPP will consider employing further longer-term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of our organisation’s strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from children and involve them helping themselves and each other. Some strategies form part of TPP’s anti-bullying preventative work.

**Working with Parents/Carers**

Where TPP has become aware of a bullying situation, parents/carers of the child/young person who is being bullied will be invited to meet with senior leaders at TPP to discuss their child’s situation. TPP will endeavour to involve parents/carers of children who have been bullied constructively at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The outcome of the meeting and agreed actions/responses will be recorded by Senior leaders on the school’s Bullying Incident Report Form. At every stage, TPP will work alongside those parents/carers whose children have been bullied to support them in developing their children’s coping strategies and assertiveness skills where appropriate. There will be an assigned person to work with parents and the child to ensure effective communication through the whole process.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to TPP to discuss their child’s behaviour. The outcome of the meeting and agreed actions/responses will be recorded by TPP’s Bullying Incident Report Form.

TPP will adopt a problem-solving approach with parents/carers e.g. ‘It seems your son/daughter and another learner have not been getting on very well’ rather than ‘your son/daughter has been bullying....’ While TPP firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, our organisation understands that a cooperative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

TPP will ensure that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parents/carers to share these agreed measures and to monitor their success in preventing further bullying. Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in children and how to approach TPP, their child’s enrolled school and also the local authority to register concerns/incidents is on our website, also visible for children and parents on site.

**Prevention**

TPP believes that the whole organisation should work together to reduce bullying as part of our efforts to promote a positive and inclusive provision ethos; create a safe, healthy and stimulating environment. TPP will ensure our key workers and senior staff adopt a whole organisation approach to ensuring proactive and preventative interventions are adopted to reduce the risk of bullying occurring. (Please see TPP Behaviour and Relationships Policy for further positive behaviour management strategies). TPP will ensure staff receive appropriate training and supervision. Daily sessions will incorporate activities for learners to work together as a team, build relationships, acknowledge differences and strengths. Therapists within TPP will hold sessions through the day to explore emotions, struggles and address challenges/ concerns either one to one or as a group. It is vital that children have a voice which is actively sought, their views and opinions regarding bullying and will play an important part of TPP preventative work. There will also be other opportunities to understand behaviours and responses to situations; this will form part of TPP learning activities.

**APPENDIX**

**Useful Links and Supporting Organisations**The following links may provide additional support to children, staff or families.

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk • Childline: www.childline.org.uk  
• Family Lives: www.familylives.org.uk  
• Kidscape: www.kidscape.org.uk

• MindEd: www.minded.org.uk  
• NSPCC: www.nspcc.org.uk  
• PSHE Association: www.pshe-association.org.uk  
• Restorative Justice Council: www.restorativejustice.org.uk • The Diana Award: www.diana-award.org.uk  
• Victim Support: www.victimsupport.org.uk  
• Young Minds: www.youngminds.org.uk  
• Young Carers: www.youngcarers.net

**Cyberbullying**

• Childnet: www.childnet.com  
• Internet Watch Foundation: www.iwf.org.uk  
• Report Harmful Content: https://reportharmfulcontent.com/  
• UK Safer Internet Centre: www.saferinternet.org.uk  
• The UK Council for Internet Safety (UKCIS): UK Council for Internet Safety - GOV.UK (www.gov.uk) • DfE ‘Cyberbullying: advice for headteachers and school staff’: www.gov.uk/government/publications/preventing-and-tackling-bullying  
• DfE ‘Advice for parents and carers on cyberbullying’: www.gov.uk/government/publications/preventing-and-tackling-bullying

**SEND**

• Changing Faces: www.changingfaces.org.uk  
• Mencap: www.mencap.org.uk  
• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and  
disabilities: ABA & Our Work (anti-bullyingalliance.org.uk)  
• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

**Race, Religion and Nationality**

• Anne Frank Trust: www.annefrank.org.uk • Kick it Out: www.kickitout.org  
• Report it: www.report-it.org.uk  
• Stop Hate: www.stophateuk.org

• Tell Mama: www.tellmamauk.org Page **16** of **26**

• Educate against Hate: www.educateagainsthate.com  
• Show Racism the Red Card: www.srtrc.org/educational

**LGBTQ+**

• Barnardo’s LGBTQ Hub: www.barnardos.org.uk/what\_we\_do/our\_work/lgbtq.htm • Metro Charity  
• EACH: www.eachaction.org.uk  
• Proud Trust: www.theproudtrust.org

• Schools Out: www.schools-out.org.uk • Stonewall: www.stonewall.org.uk

**Sexual Harassment and Sexual Bullying**

• NSPCC ‘Report Abuse in Education’ Helpline: 0800 136 663 or help@nspcc.org.uk  
• Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk • Disrespect No Body: Disrespect NoBody campaign - GOV.UK (www.gov.uk)  
• Anti-bullying Alliance: Preventing and responding to Sexual Bullying  
• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying  
• Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

APPENDIX 2-

INCIDENT LOG

(PINK CONCERN LOG)

| Name and DOB of the child who has reported the incident |  |
| --- | --- |
| Parent and Carer details |  |
| Keyworker / therapist |  |
| Commissioned service |  |

| Name and DOB of the child who has allegedly caused the incident |  |
| --- | --- |
| Parent and Carer details |  |
| Keyworker / therapist |  |
| Commissioned service |  |

Type of Allegation (please highlight those that apply)

**Physical Verbal Indirect Electronic/‘Cyberbullying’**

* Bullying related to race, religion or culture
* Bullying related to special educational needs (SEN) or disabilities
* Bullying related to being gifted/ talented or academically able
* Bullying related to appearance or health conditions
* Bullying related to sexual orientation
* Bullying of looked–after children or otherwise related to home circumstances

|  |
| --- |
|  | **Details of alleged incident:**  **Actions Taken**  **Name of TPP staff supporting with incident-**  **Date to be reviewed-**  **Actions before review**  **Other agencies/ professionals informed** |

**Evidence (Pink Concerns)**

| Child Views *(include separately child reporting incident, alleged child committing incident and witnesses)*    Name of Child and DOB  Name of Child and DOB  Name of Child and DOB    Parent/Carer Views  TPP Staff View |
| --- |

**Incident Log (Pink Concerns)**

**Review Notes**

| Date | Actions | Comments |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |