

INNOV4TE INDEPENDENT SCHOOL

ANTI BULLYING POLICY

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| Date Effective from | Sept 24 |
| Next Review Due by | Sept 25 |
| Person Responsible | Carla Astbury |

OBJECTIVES OF THIS POLICY

• All directors, teaching and non-teaching staff, learners and parents should understand what bullying.

• All directors and teaching and non-teaching staff should know what the alternative provision policy is on bullying and follow it when bullying is reported.

• All learners and parents should know what our alternative provision policy is on bullying, and what they should do.

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will learners be able to fully benefit from the opportunities available at Innov4te independent school.

At Innov4te Independent school we take bullying very seriously.

Learners and parents should be assured that they will be supported when bullying is reported, and bullying will not be tolerated.

All learners, parents and staff are urged to assist us in combating bullying, in order to make the provision a safe environment for all.

DEFINITION OF BULLYING

Bullying is behaviour that is deliberately hurtful, repeated over a period and where it is difficult for the person being bullied to defend themselves.

Bullying can take different forms: ­

* Verbal bullying (name-calling, sarcasm, taunting, teasing, spreading rumours, etc.) ­
* Psychological / Emotional bullying (excluding, tormenting, hiding things, making gestures, etc.) ­
* Physical bullying (pushing, kicking, hitting, spitting, or any other use of physical violence) ­
* Cyber-bullying (email and internet chat room misuse, mobile threats by text or calls, misuse of associated technology, i.e., camera/video facilities, etc.)

Sometimes bullying happens for no reason at all, but it can often fall into specific ‘types’ of bullying: ­

* Bullying on the grounds of body image/size/obesity ­

Sizeist bullying refers to discriminatory behaviour directed at people based on their body size and weight. This type of bullying can contribute to increased depression, anxiety, and the risk of mental illnesses, such as eating disorders.

* Faith-based bullying ­

Faith-based bullying occurs when individuals are targeted due to their religious beliefs or perceived religion. It involves repeated negative behaviour intended to make someone feel upset, uncomfortable, or unsafe because of their faith.

* Racist bullying ­

Racist bullying is when someone’s actions, words or treatment focus on your colour, culture, ethnicity, nationally or race. This could involve violence, racist names, verbal jokes, graffiti, damaging possessions or being left out or excluded in some way.

* Homophobic bullying

**Homophobic, biphobic, and transphobic (HBT) bullying**refers to**bullying directed at someone who is or is perceived to be lesbian, gay, bisexual, or trans (LGBT).** Itencompasses harmful behaviours, attitudes, and discrimination based on sexual orientation or gender identity.

* ­ Bullying related to SEN or disability.

When bullying is directed at a child because of his or her established disability and it creates a hostile environment at school, bullying behaviour may cross the line and become “disability harassment.”

* Sexist bullying

Sexism means discrimination based on sex or gender, or the belief that because men are superior to women. Such a belief can be conscious or unconscious. In sexism, as in racism, the differences between two (or more) groups are viewed as indications that one group is superior or inferior. Sexist discrimination against girls and women is a means of maintaining male domination and power. Such sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be 'unlearned’.

SIGNS OF BULLYING

Learners who are being bullied may show changes in behaviour, such as becoming nervous, faking illness, taking unusual absences.

There may be evidence of changes in work, lacking concentration or truanting.

Learners must be encouraged to report bullying at Innov4te independent school.

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and should investigate if a child:

* Is frightened of walking to or from alternative provision.
* Doesn’t want to use public transport.
* Changes their usual routine.
* Is unwilling to attend the provision.
* Begins to truant.
* Becomes withdrawn anxious or lacking in confidence.
* Attempts or threatens suicide or runs away.
* Uses excuses to attend (headache or other illness)
* Begins to suffer academically.
* Comes home with clothes torn or damaged property.
* Has possessions which are damaged or” go missing”.
* Asks for money or starts stealing money (to pay bully)
* Unexplained cuts or bruise
* Becomes aggressive, disruptive or unreasonable.
* Is bullying other children or their own siblings.
* Their eating habits change (loss of appetite/ overeating)
* Difficulty going to sleep.
* Wets the bed.
* Is frightened to say what’s wrong.
* Gives unlikely excuses.
* Is afraid to use the internet or mobile phone.
* Is nervous when a text message Is received.

Everyone at Innov4te independent school is made aware of our stance and the strategies to deal with bullying through:

* All initial inductions on entry to the provision
* All learners through PSHE
* All learners during tutor time
* Our positive code of conduct
* All parents/carers and members of the wider community through the website
* Staff development opportunities
* Staff meetings
* Learner home school agreement
* Positive conduct agreements

Raising awareness

* Within the general education curriculum
* Within workshop sessions that are run periodically throughout the year
* Individual discussion between pupils, tutors and parents during/after bullying investigations.
* Through parent communication
* Feedback to staff on bullying investigations, if appropriate.

Prevention

We will use some or all the following to help raise awareness of and prevent bullying. As and when appropriate, these may include:

* Developing and implementing a set of a ground rules
* Signing a positive code of conduct contract
* PSHE lessons
* Having regular discussions about bullying and why it matters
* Promote acceptance throughout Innov4te independent school.

Intervention Strategies

INNOV4TE uses a variety of intervention strategies to deal with bullying issues with the response depending on the circumstances of the issue. Strategies used may include:

* Mentoring
* Restorative conversations (A guide to this can be found in our positive conduct policy.)
* Discussion or mediation
* Letter of apology written from the perpetrator to the victim
* Involving parents/ carers
* Referral to an external agency
* Reporting to the police

Reporting and responding to incidents.

Everyone inclusive of staff, parents and members of the public are responsible for reporting incidents of bullying to a member of staff:

This could be:

• By word of mouth

• By letter/note

• By emailing the provision

• By telephoning

• Recording incidents: All bullying incidents will be recorded on Arbor.

Outcomes

* Following an investigation some cases may result in a fixed term exclusion from Innov4te.
* Where cases of bullying are deemed as gross misconduct and could have a detrimental effect on learners and their progress whilst at Innov4te, this may result in a termination of a young person’s place.
* Following on from the incident, staff will monitor to ensure repeated bullying does not take place.

The directors will monitor the Anti-Bullying Policy to identify progress and enable follow-up. This will show whether the policy is effective.

Use of learner surveys will analyse, and learner review meetings will support this process.

More information about responding effectively to bullying can be found here.

<https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying>

<https://learning.nspcc.org.uk/child-abuse-and-neglect/recognising-and-responding-to-abuse>

Diversity and inclusion

At Innov4te independent school we recognise that bullying is closely related to how we respect and recognise the value of diversity.

Protected characteristics

It is against the law to discriminate against someone because of

Age

Race

Disability

Religion or belief

Sex or gender

Pregnancy and maternity

Marriage and civil partnership

Sexual orientation

Gender reassignment

We 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:

<https://learning.nspcc.org.uk/safeguarding-child-protection/children-from-black-asian-minoritised-ethnic-communities>

<https://learning.nspcc.org.uk/safeguarding-child-protection/deaf-and-disabled-children>

<https://learning.nspcc.org.uk/safeguarding-child-protection/lgbtq-children-young-people>

<https://learning.nspcc.org.uk/safeguarding-child-protection-schools/safeguarding-children-with-special-educational-needs-and-disabilities-send>

STAFF WITH KEY RESPONSIBILITY FOR ANTI BULLYING AND SAFEGUARDING

Carla Astbury- Designated Safeguarding Lead

Contact- castbury@innov4te.co.uk

Stacy Millington Moss- Deputy Designated Safeguarding and Anti bullying lead

Contact- stacy@innov4te.co.uk

This policy has been drawn up based on legislation, policy and guidance that.

seeks to protect children in the UK.

NSPCC Learning provides summaries of the key legislation and guidance on:

<https://learning.nspcc.org.uk/child-abuse-and-neglect/bullying>

<https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse>

<https://learning.nspcc.org.uk/child-protection-system>