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 **Anti Bullying**

 **Policy**

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| **Written by:** |  **Rob Stevenson** |  **Date: October 2024** |
| **Last reviewed on:** |  **New** |
| **Approved by:**  |  **A.Powell** |
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**Anti Bullying Policy**

# Introduction

This policy takes full account of Higher Farm Education’s obligations to –

* have a policy to prevent all forms of bullying amongst learners
* make a written copy of the anti-bullying statement available on request
* set out the strategies to be followed with a system to implement them and a mechanism for monitoring and reviewing their effectiveness.

# Definition of Bullying

Bullying can be defined in a number of ways.

**“***Bullying is deliberately hurtful behaviour repeated often over a period of time or on isolated occasions, where somebody deliberately intimidates or harasses another”.*

Bullying has been described by learners as:

* name calling
* teasing
* physical abuse e.g. hitting, pushing, pinching or kicking
* having personal possessions taken e.g. bag or mobile phone
* receiving abusive text messages or e-mails
* being forced to hand over money
* being forced to do things they don’t want to do
* being ignored or left out
* being attacked in any way due to religion, gender, sexuality, disability, appearance or racial or ethnic origin.

# Specific Examples of Bullying

**Racist bullying** – an incident which is perceived to be racist by the victim or any other person. This can be in the form of:

* verbal abuse, name calling, racist jokes, offensive mimicry
* physical threats or attacks
* wearing of provocative badges or insignia bringing racist leaflets, comics or magazines inciting others to behave in a racist way
* racist graffiti or other written insults, even against food, music, dress or customs refusing to co-operate in work or play.

**Sexual bullying** – this is generally characterised by:

* abusive name calling
* looks and comments about appearance, attractiveness, emerging puberty
* inappropriate and uninvited touching
* sexual innuendos and propositions
* pornographic material, graffiti with sexual content
* in its most extreme form, sexual assault or rape.

**Sexual orientation** – this can happen even if the learners are not lesbian, gay or bisexual. Just being different can be enough. This can be in the form of:

* use of homophobic language
* looks and comments about sexual orientation or appearance.

 **SEN or disability** – These learners are often at greater risk of bullying. This can be characterised by:

* name calling
* comments on appearance
* comments with regard to perceived ability and achievement levels.

**Text bullying** – this is on the increase and can involve learners receiving threatening or disturbing messages from possibly anonymous callers.

# Higher Farm Education Statement of Intent

We believe that:

* Bullying is undesirable and unacceptable.
* Bullying is a problem to which solutions can be found.
* Seeking help and openness are regarded as signs of strength not weakness.
* All members of the Higher Farm Education community will be listened to and taken seriously.
* Everyone has the right to work and learn in an atmosphere that is free from fear.
* All of us have a responsibility to ensure that we do not abuse or bully others.
* Learners should talk to an adult if they are worried about bullying and have a right to expect that their concerns will be listened to and treated seriously.
* Learners should be involved in decision making about matters that concern them.
* We all have a duty to work together to protect vulnerable individuals from bullying and other forms of abuse.

# Aims of the Policy

* To assist in creating an ethos in which receiving a service from Higher Farm Education is a positive experience
* To make it clear that all forms of bullying are unacceptable at Higher Farm Education.
* To enable everyone to feel safe while at Higher Farm Education and encourage learners to report incidences of bullying.
* To deal effectively with bullying.
* To support and protect victims of bullying and ensure they are listened to.
* To help and support bullies to change their attitudes as well as their behaviour and understand why it needs to change.
* To liaise with the relevant people.
* To ensure all members of Higher Farm Education feel responsible for combating bullying.

# Objectives

* To ensure all staff and learners have received and had opportunity to comment upon the anti-bullying policy.
* To maintain and develop effective listening systems for learners and staff within Higher Farm Education.
* To involve all staff in dealing with incidents of bullying effectively and promptly.
* To equip all staff with the skills necessary to deal with bullying.
* To ensure that all incidents of bullying are recorded and appropriate use is made of the information and where appropriate shared with relevant organisations.

# Code of Conduct

We recognise that all adults in Higher Farm Education are in effect role models for the learners. The way in which we behave towards each other and to service users is particularly important in terms of providing positive role models.

Therefore, as adults we must:

* show respect for every young person and other colleagues within Higher Farm Education
* be aware of vulnerable learners
* criticise the behaviour rather than the young person
* avoid favouritism
* be seen to be fair
* avoid labelling
* have high expectations of learners
* never give learners ammunition to use against each other
* actively seek to develop a praise culture within Higher Farm Education

Learners also have a responsibility to role model appropriate behaviour for their peers. We therefore believe that all learners must:

* show respect for their peers and adults working within Higher Farm Education
* support and be sensitive to others when they may be feeling vulnerable
* actively seek to develop a praise culture within Higher Farm Education
* actively support the Higher Farm Education anti-bullying policy
* take responsibility for their own behaviour.

#  Procedures and Dealing with Incidents of Bullying

**Strategies to Reduce Bullying**

Higher Farm Education will adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and bullies. Including the following where appropriate:

* Co-operative group work.
* The support group approach/No Blame Approach.
* Peer mediation.
* Peer counselling.
* Buddy systems (Dynamic approached based on needs).
* Restorative justice (Dynamic approached based on needs).

# Confidentiality

Higher Farm Education staff cannot promise absolute confidentiality if approached by a learner for help and this will be judged upon individual assessment of the situation and the risk to the young person and/or others.

Staff must make this clear to learners. Child protection procedures must be followed when any disclosures are made. It is very rare for a young person to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

* The seriousness of the situation and the degree of harm that the young person may be experiencing.
* The young person’s age, maturity and competence to make their own decisions.
* Where it is clear that a young person would benefit from the involvement of a third party, staff should seek consent of the young person to do so.
* If appropriate, staff might inform the third party together with the young person.

# Support for Learners who Experience Bullying

**If you are being bullied:**

* Tell an adult or somebody you trust what has happened straight away.
* Get away from the situation as quickly as possible.
* Try to stay calm and look as confident as you can.
* Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel.

**After you have been bullied:**

* Tell an adult such as your Higher Farm Education Support Worker or another adult you trust.
* If you are scared to tell someone, ask a friend to go with you.
* Keep on speaking until someone listens and does something to stop the bullying.
* Don’t blame yourself for what has happened

**When you are talking to an adult about bullying**

Be clear about:

* What has happened to you.
* How often it has happened.
* Who was involved.
* Who saw what was happening.
* Where it happened.
* What you have done about it already.

**If you experience bullying by mobile phone text messages or e-mail** ▪ Tell a friend, parent or Higher Farm Education Support worker.

* Be careful who you give your mobile phone number or e-mail address to.
* Make a note of exactly when a threatening message was sent. A screenshot would support this.

# Higher Farm Education

**Update January 2025 - \*Example Incident Report : This report can now be completed on CPOMs and tagged as bullying. Please alert the key members of staff to the incident.**

This report will be held in strict confidence and will not be made available to an outside person or agency.

Report From \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Young Person’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Incident \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time of Incident \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ethnic Origin of Victim \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ethnic Origin of Perpetrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Indicate type of incident, please tick:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name calling    |   | Teasing  |   | Physical Abuse  |   |
| Having personal possessions taken   |   | Receiving abusive text messages or emails  |   | Being forced to hand over money  |   |
| Being forced into something against their will  |   | Being ignored or left out  |   | Other (please specify)  |   |

If you feel the bullying incident was in any way motivated by any of the following please indicate with a tick:

Appearance □ Disability □

Gender □ Race/ ethnic origin □

Religion □ Sexuality □

Brief description of incident:

|  |
| --- |
|             |

Action taken:

|  |
| --- |
|             |

Have you reported this incident to anyone else? Give details

|  |
| --- |
|             |

Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Print name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_