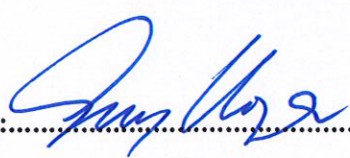




Anti-Bullying Policy

Ratified by Chair of Govs:

Signed by:.....

Date

Date:

Review Date:

INTRODUCTION:

MIAG Limited and MIAG Education endorse that bullying is not acceptable in any form from any individual or group.

We set out to educate all learners attending our provisions about the issues surrounding bullying and to deal effectively with incidents when and where they arise. However, education establishments are not the only place where anti-bullying education can take place, and we wish to work alongside Parents/Carers/carers in this. Whilst it is not possible to take responsibility for incidents of bullying which occur outside of our provisions we would aim to support and assist Parents/Carers/carers in their management of the incident.

We will ensure all staff are educated/trained about child-on-child abuse and that any incidents reported are dealt with in a serious and efficient manner. Colleagues are also empowered to intervene where they come across any potential bullying, including that which would be seen as harmful sexualised behaviour.

DEFINITION:

As guidance, we recognise the definition as provided by the DFE in its document "Don't Suffer in Silence" (1994) and subsequent publications by other organisations, where bullying has three fundamental common traits:

- ✚ It is deliberately hurtful behaviour
- ✚ It is repeated often over a period of time
- ✚ It is difficult for those being bullied to defend themselves

We also recognise that bullying takes three main forms which are:

- ✚ Physical - hitting, kicking, taking belongings
- ✚ Verbal - name-calling, insulting, sexist, racist or homophobic remarks
- ✚ Emotional - spreading nasty stories, excluding someone from social groups; use of notes to start/continue "verbal".

Indirect bullying examples are:

- ✚ Cyber – use of e-mail, social media, texts etc to start/continue "verbal" & indirect bullying, and coercion
- ✚ Sexual – crude comments, vulgar gestures, uninvited touching, sexual propositioning, nude/semi-nude images
- ✚ Prejudicial – targeting others for being different and singling them out – race, religion, sexual orientation, SEND
- ✚ Appearance, health conditions

PURPOSE AND OBJECTIVES:

- ✚ To protect Learners from physical attack and other forms of bullying, including racial abuse, name-calling, stealing, threats, malicious gossip, intimidation, LGBTQ+ phobia, harmful sexualised behaviour and the use of mobile devices or ICT as a means of bullying (Child-on-child)
- ✚ To encourage all members of our provisions to have a positive self-image and educate on positive well-being
- ✚ To help learners to view themselves as part of a community and, by example, to nurture their abilities to sustain relationships with families, peers, and the world outside
- ✚ To encourage learners to voice their concerns about others with confidence
- ✚ To work with Parents/Carers and carers to build an understanding of our provisions' responsibility to ensure the welfare of all Learners.
- ✚ To establish and maintain procedures so that all Learners know how to act if they have concerns or need support.
- ✚ To provide a means for open and effective communication between Learners, Staff, Parents/Carers and other agencies working with young people.
- ✚ To reduce and ultimately eradicate the number of incidents of bullying.
- ✚ All Learners will know how to access support and "face up" to the bully using assertiveness.

Our provisions have PSHE and/or Tutor assemblies to teach our young people about the central issues related to bullying, Child-on-child abuse, etc. We aim to develop an understanding of the causes and effects of bullying and to provide opportunities for our learners to develop strategies to prevent and resolve bullying.

Staff teams work with learners on a regular basis to build understanding and skills in dealing with issues related to bullying. In turn, this awareness is shared with and developed in the work undertaken by the Learners in Pupil Voice focus groups. Group and individual sessions are used to remind Learners of the effects of bullying and how to report it and respond to it.

Training is arranged for all key personnel in our provisions as part of the induction package and is enhanced by regular internal meetings and discussions. This also includes safeguarding updates, for example, Child-on-child abuse training and how to recognise harmful sexualised behaviour.

Our provisions actively seek the support and help of all outside agencies in the resolution of these issues where appropriate. These will and do include:

- ✚ Specialist Behaviour Service
- ✚ Social Services
- ✚ Police
- ✚ Youth Connect
- ✚ GPs
- ✚ Appropriate Therapeutic Interventions

ACTION:

If bullying is suspected or reported, then the staff involved will talk to the learner who has been harmed and the learner who has harmed and any relevant witnesses. A written record should be made of the incident(s) on our provisions behaviour management system and any witness statements (dated and signed) should also be logged/filed as part of the behaviour management system.

It may be appropriate for the member of staff to involve other staff after initial appraisal of the incident. The principal aim is to deal with the issue in the most appropriate manner and to treat each incident individually. This allows staff to respond in a flexible and caring way to the feelings of the Learner who has been harmed. It should be noted that The 'heavy hand of discipline' is not always the most effective approach for creating lasting change to behaviour patterns, and supportive measures may be put in place alongside appropriate sanctions'

If the member of staff involved is in any doubt of how to proceed then they should, without exception, discuss the matter with the ALP Manager and the SENCO/DSL. They should not work outside our provisions structure and should always ensure adequate records are kept.

To support the learner who has been harmed staff should:

- ✚ Reassure the learner they will be taken seriously
- ✚ Avoid blaming the learner
- ✚ Provide an immediate opportunity to talk about the situation
- ✚ Respond to the feelings of the learner
- ✚ Inform Parents/Carers/carers
- ✚ Offer continued support personally or through arrangement with staff.
- ✚ Be seen to take appropriate action
- ✚ Ensure that the incident is logged
- ✚ Ensure the learner and Parents/Carers/carers understand the actions that have been taken

In discussion with the learner who has harmed staff should:

- ✚ Aim to raise the learner's awareness of the damage caused to the learner who has been harmed
- ✚ Inform Parents/Carers/carers
- ✚ Provide continued support to ensure development of a more acceptable level of behaviour
- ✚ Investigate the involvement of outside agencies where appropriate

- + Put in place a sanction in line with the behaviour policy, and any individual p

DISCRIMINATORY AND PREJUDICE-BASED BULLYING:

Our provisions have a zero-tolerance approach to the use of discriminatory language or behaviours. The response to such behaviour will be robust and is likely to lead to a formal sanction in line with our Behaviour Policy which may include a suspension from our provisions as well as support for the Learner who has harmed and Learner who has been harmed. Repeated behaviour of this type may result in permanent exclusion from our provisions.

In line with the Equality Act 2010 it is essential that our provisions:

- + Eliminates unlawful discrimination, harassment, and any other conduct prohibited by the Act
- + Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- + Foster good relations between people who share a protected characteristic and people who do not share it

CHILD-ON-CHILD ABUSE AND BULLYING OF A SEXUAL NATURE:

Our provisions have a zero-tolerance approach to child-on-child abuse and bullying of a sexual nature. The response to such behaviour will be robust and is likely to lead to a formal suspension from our provisions, as well as support for the Learner who has harmed and Learner who has been harmed. However, as the Learners in our provisions will most likely have an EHCP, any incident will be dealt with via education around behaviour and the law alongside any formal discipline taking place. Repeated instances of behaviour of this type may result in permanent exclusion.

DISCIPLINARY STEPS:

Through raising awareness and developing a sense of mutual respect our provisions aim to deal with most incidents of bullying through discussion and continued support for both Learner who has been harmed and Learner who has harmed. All action will be taken at a level that is appropriate to the Learners' level of understanding and often the support for both Learner who has harmed and Learner who has been harmed will be around raising awareness and education.

If the incident is of a serious or continued nature following earlier interventions, it may be appropriate for the Learner who has harmed to be suspended from normal 'activities' at break and/or lunchtime for a period, or certain lessons, to act as a deterrent and/or punishment. Parents/Carers should be informed of this action and may be required to attend a meeting at our provisions to discuss the disciplinary actions and how a repeat of unwanted behaviour can be avoided in the future.

For repeated incidents of bullying or for incidents that involve physical attack, physical intimidation or prejudicial abuse, our provisions may wish to suspend the Learner who has harmed for a fixed period or permanently exclude them from our provisions. This will be the exception and will be in line with our Behaviour Policy.

REPORTING BULLYING OF ANY KIND:

Learners should report any bullying to a member of staff in our provisions. In some cases, it may be necessary to pass information or concerns on to the safeguarding team or Designated Safeguarding Lead (DSL). Some bullying can be resolved using our provisions behaviour policy, but there may be times when bullying may also be a safeguarding concern.

PLEDGE OF RESPECT:

MIAG staff, Learners and Parents/Carers are all expected to adhere to our provisions Pledge of Respect which is agreed and signed by all stakeholders as part of the Learners Induction Meeting.