

Anti-Bullying Procedure

This procedure should be read in conjunction with the Child and Adult Protection and Safeguarding Policy. It provides important information about bullying and outlines processes in place at Young Epilepsy for managing bullying concerns involving students.

1. BACKGROUND

These procedures reflect Young Epilepsy's belief that all the children and adults at Young Epilepsy have the right to feel safe and live free from harm within their respective learning and living environments.

Young Epilepsy aims to create living and learning environments which provide safe, caring and friendly environments for all students, allowing them to learn effectively, improve their life chances and maximise their potential. Every child and adult should be able to learn and live at Young Epilepsy in environments that are free from bullying of any kind.

We believe that all bullying is unacceptable and that action must be taken to prevent bullying from occurring. Young Epilepsy wants children and adults to feel confident to speak out and seek support from staff should they feel unsafe.

We recognise that bullying exists in many forms, that it can happen at any age, that victims and witnesses may stay silent, and that everyone needs to be alert to the manifestations of bullying and the personal harm it can cause.

Bullying may occur in any situation not just within the school or college or residential settings and children and adults may require education in relation to personal safety and how to make a complaint about incidents which may occur in or outside of the organisation. Bullying is one of the main worries that children and young adults may have when they are growing up and we know that this can impact on their achievement, attendance and wellbeing

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988

Public Order Act 1986 When working with the children and adults at Young Epilepsy it is necessary to be particularly sensitive and aware of two specific areas:

Perceptions / Self Perception

Young people with atypical social communication (e.g. ASC) will often present in a manner that can be egocentric and demanding. This may be manifested in a way that other young people perceive as bullying, especially if they have similar needs themselves. Although such behaviour in itself may be inappropriate and require support it does not necessarily reflect intent to cause 'harm'. This is not to say that such actions are not possible and not interpreted as harmful. Staff need to be vigilant in their analysis of events and discuss any such incidents to identify the appropriate course of action.

Historical bullying

Sadly, some of the students who attend Young Epilepsy may come with a history of being bullied in their previous setting. It is important that staff are aware and sensitive to this and the potential heightened anxiety of the student when they first attend. Some students are often very conscious of this and have expectations that they will become a victim again.

This procedure should be read in conjunction with Young Epilepsy's Child and Adult Protection and Safeguarding Policy and Procedure

2. SCOPE

The scope of this procedure is how Young Epilepsy prevent and respond to the following:

- bullying of students at Young Epilepsy (in all services)
- bullying of students outside of Young Epilepsy where Young Epilepsy is aware of it
- bullying of students by staff within or outside of Young Epilepsy

For concerns of bullying between staff, the Employee Protection Procedure should be followed and staff should speak to their line manager in the first instance or HR.

3. ROLES AND RESPONSIBILITIES

The following is a list of roles within Young Epilepsy who have responsibilities associated with this procedure.

Trust Board and Education Governing Body (EGB) - monitoring incidents of bullying, analysing trends, monitoring the effectiveness of this procedure and ensuring policy and procedures are in line with statutory guidance.

Safeguarding & Compliance Manager- responsible for ensuring all incidents of bullying are appropriately recorded as per the Child and Adult Protection and Safeguarding Procedures and reported to the Trust Board and EGB.

Anti-bullying Coordinators- Whilst the Lead DSL takes an overview on any reported bullying incidents there are also allocated co-ordinators across both St Piers School and St Piers College. The coordinators help to:

- coordinate strategies for preventing bullying & links to PSHE learning
- implement this procedure
- manage bullying incidents
- support staff with managing student relationships

All staff- have a duty to understand and implement this procedure and take action to prevent bullying between students and to report any concerns of bullying.

4. WHAT IS BULLYING?

4.1 Definition

- Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)
- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by Young Epilepsy as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s and young people’s emotional development.

Bullying differs from teasing/falling out between friends or other types of aggressive behaviour because:

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.
- Friendship fallouts are usually accidental and occasional with no power imbalance.
- Friendship fallouts usually involve remorse and individuals wanting to resolve the situation swiftly.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children and young people with disabilities are involved. If the victim might be in danger then intervention is urgently required and the Safeguarding Team must be consulted.

Particular groups of children and young adults are more at risk of bullying due to real or perceived vulnerabilities such as disability, being a young carer, children who are Looked After, those from ethnic and racial minority groups, those perceived as being lesbian, gay, bi-sexual, transgender or questioning their sexual identity or gender.

Some people are more vulnerable to engaging in bullying behaviour because of their family background, social deprivation, traumatic events, experiencing domestic abuse, low self-esteem, being isolated, being jealous, attention seeking, not understanding others views and feelings and not being able to manage their own feelings in an appropriate way.

4.2 What does bullying look like?

Bullying can be **direct** – usually face to face or via phone/mobile device with the victim or **indirectly** with the bully systematically undermining the victim's reputation by spreading rumours and malicious gossip with the intent of ruining the victim's social standing.

Bullying generally takes one of the following forms: (however this list is not exhaustive)

Emotional	being unfriendly, excluding, tormenting (e.g. hiding belongings, threatening gestures)
Physical	Hitting, kicking, pinching, spitting, tripping/pushing, punching, slapping
Sexual	Sexual bullying is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. Sexual bullying is any behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, and victimising someone for their appearance. Sexual bullying is also pressure to act promiscuously and to act in a way that makes others uncomfortable.
Prejudicial - Racist	Bullying behaviour related to ethnicity, nationality, culture
Prejudicial - Religious	Bullying behaviour Based on religious beliefs, disparaging and offensive actions and/or remarks. This can impact on race, religion, faith and belief and for those without faith.
Verbal	Anything that is considered offensive or threatening to the bullied individual. This can be teasing or name-calling or spreading rumours or it can be something bigger like verbal threats
Homophobic/Biphobic	Focused on the issue of sexuality/sexual orientation i.e. gay, lesbian, bisexual or transgender.
Cyber	All areas of internet misuse, such as threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera and video facilities.
Relational	Relational bullying entails intentionally damaging the social status of the victim.

Following consultation with the student council; student's views regarding bullying have also been incorporated below.

Bullying can include:

- Name calling
- Saying or writing mean things
- Being mean and nasty
- Taunting
- Mocking
- Making offensive comments
- Physical assault
- Taking or damaging belongings
- Gossiping and spreading hurtful and untruthful rumours
- Leaving people out of games
- People blocking your way
- Being disrespectful
- Using rude words that can make people sad
- Biting people
- Getting angry
- Threatening body language

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who can become 'bystanders' or 'accessories'.

Hate crimes are closely linked to bullying. This is when a crime is committed against you because of your age, colour, race, sex, religion, nationality, sexual identity or disability

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Signs which may raise concerns about the possible bullying of a student:

A child or young person may indicate either by a direct disclosure or by signs or behaviour that he or she is being bullied. Staff should be concerned and monitor closely if a student:

- is frightened of going to a particular place or group (e.g. school/college/house/youth club) and will not talk about it
- becomes withdrawn, anxious, or lacking in confidence; starts stammering; cries themselves to sleep at night and/or has nightmares
- is wary around an individual or a group of people
- attempts or threatens suicide or runs away
- feels ill in the morning or has unexplained physical symptoms

- starts to deteriorate with their school or college work
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully) or has other monies continually "lost"
- becomes aggressive, disruptive or unreasonable unexpectedly
- is bullying other students
- develops an eating disorder or stops eating altogether
- is frightened to say what's wrong when approached
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone; is nervous/ jumpy when a cyber message is received; is anxious or disturbed after being online

It is clear that these signs and behaviours could indicate other problems, but bullying should be considered as a possibility.

It is also recognised that some students' behaviour can be experienced as bullying by others, but they had not intended this given their level of functioning and awareness. There is still however a victim and in such cases, protective measures will be required for those affected by the behaviours.

Staff should be always vigilant in recognising that what students might perceive as bullying, they may not; it is how the student who is being bullied feels about it that counts.

Within all of Young Epilepsy's services staff will help children and adults to:

1. Increase awareness of different types of bullying
2. Help them to develop strategies to combat all types of bullying.
3. Ensure that they know how to report bullying.
4. Encourage them to develop positive values and attitudes such as tolerance, kindness and respect.
5. Use discussion and role play to explore issues related to bullying and to give individual children and young people confidence to deal with 'bullying'.
6. Use proactive systems and procedures which promote an inclusive, supportive ethos and positive relationships whereby differences are acknowledged and celebrated.
7. Use restorative justice practice to create a culture for all student based on social responsibility.

The above will be taught within education services as well as consolidated in residential student meetings and individual keyworker sessions.

4.3 Cyber bullying

This is when someone uses a mobile device, email or the Internet to bully others. Cyber bullying can be an extension of bullying happening face to face. However a person can also be subject to cyber bullying by someone they do not know.

The main concerns about cyber bullying is that it is often face-less (people do not know the identity of those bullying them) and it is also something that can happen 24 hours a day as so many young people have access to mobile devices throughout the day and night. This can make cyber bullying extremely harmful to those experiencing it.

Cyber-bullying must be taken as seriously as bullying incidents that are in the physical world. Such concerns must be reported in the same way as all safeguarding concerns.

Here are ways to advise students with regards to minimising or avoiding cyber-bullying:

- Be careful who you give your phone number and email address to
- Don't leave your mobile unattended;
- Never lend your mobile phone to anyone. If a friend or anyone else asks to borrow it then dial the number or text for them. If you don't do this they could use your phone to bully someone else and you could end up getting the blame
- Be careful about the personal details you put on social networking sites such as Facebook. Always use the privacy settings. Remember, you must be over thirteen to join sites such as Facebook
- Remember too that people are not always who they say they are on the Internet. The Internet allows all sorts of people to make themselves appear in a way that is attractive to you. Someone who says they are only 14 and would like to meet you may actually be over 50 and not a nice person to meet. You could put yourself in serious danger
- Never agree to meet anyone you have met on the Internet without informing your parents or an adult who can go with you. Keep yourself safe.
- If you do experience this type of bullying, don't reply to abusive emails or texts but do keep them, as they can be used in evidence against the bully.
- Check your personal details on Internet sites and remove any that could give away too much information
- Remove or block anyone you suspect of bullying from your friend lists
- Never agree to providing photos or videos, especially those of an intimate nature to other people

4.4 Sexual Bullying

Some examples of sexualised bullying include:

- Abusive, sexualised name calling and insults. Spreading rumours of a sexual nature online or in person. This includes using homophobic language and insults towards others.
- Unwelcome looks and comments about someone's appearance or looks, either face to face or behind their backs.
- Inappropriate and uninvited touching without consent, also pressurising someone to do something they do not want to do, using emotional blackmail such as 'you would do this if you loved me' or comparing previous encounters to make someone feel obliged to do something sexual.
- Pressurising someone to do sexting and using emotional blackmail, for example threatening to end a relationship if they don't send an image. Sending the image to others without consent is a form of sexual bullying too.
- Inappropriate sexual innuendo that is persistent and unwelcome.
- Sexism in all its forms and gender stereotyping roles of male and females.
- Graffiti with sexual content or display/circulation of inappropriate material of a sexual nature, such as pornography. Also badges or clothing depicting inappropriate sexual innuendo or language.
- In its most extreme form, sexual assault or rape

4.4 Homophobic Bullying

- Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, physical traits or because they have friends or family who are lesbian, gay, bisexual, transgender, or questioning or possibly just because they are seen as being different.
- Like all forms of bullying, homophobic bullying can be through name calling, spreading rumours, cyberbullying, physical or sexual and emotional abuse

5. PROCEDURES

5.1 For the student experiencing the bullying

Immediately ensure the safety of and offer support and reassurance to the targeted student. This could be by:

- Listening and hearing their concerns. Staff should not be judgemental of the student and the situation they describe
- Providing more supervision from staff
- Separating the students involved to prevent recurrence
- Making an alternative arrangement for either student's management in the short or long term

Staff should, where appropriate, agree with the bullied student the next steps and actions that need to be taken. The student's views should be recorded on the incident report where possible, and they should be happy and comfortable with the plans in place to keep them safe and tackle the bullying.

5.2 For the student who engages in bullying behaviour

The student who is bullying others, where appropriate (e.g. where the student has some capacity to understand their actions and the consequences of these), should be asked to apologise to their target and reconciliation attempted between the students, if the targeted student is agreeable and supported appropriately. If the bully will not apologise it is important that they are made aware nevertheless of the negative impact of their actions and that this is not appropriate behaviour.

The student needs to be supported to learn how to behave in ways which do not cause harm to others in the future, and also how to repair the harm they have caused.

Staff must look at the reasons for the bully's actions and either make a referral to an appropriate specialist (e.g. Psychology Team) or engage that student in a supporting/guiding dialogue. This would depend upon the extent or level of concern. In severe and/or persistent cases the option of suspension or exclusion of the bullying student should not be ruled out. Sometimes a student who engages in bullying behaviour, may be doing so as a result of negative or distressing experiences in their own life. Therefore any safeguarding issues for the student will also be identified and appropriately addressed.

Using a restorative justice approach can be useful with individual students but also with groups, to explore the impact of actions, recognising students' social responsibilities and learning to make amends to those who have been affected. This approach can be useful to help students develop empathy and a shared group concern about the welfare of others within the group.

5.3 Reporting bullying concerns

All incidents of bullying must be taken seriously and reported immediately as per the Young Epilepsy Child and Adult Protection and Safeguarding Procedure i.e. reported to the appropriate Designated Safeguarding Lead (DSL) Manager or a member of the Executive Team. Students can report bullying to staff or directly to a DSL. Parents can also raise concerns of bullying to staff or directly to the Safeguarding Manager.

Bullying incidences must be recorded by staff on the Incident Reporting System. Bullying behaviour is monitored in this way, bringing persistent or difficult cases to the attention of the relevant manager. The Trust Board and Education Governing

Bodies will monitor incidents of bullying to ensure that these are dealt with effectively, that trends are identified and that they inform preventative work.

Consideration needs to be given to contacting external agencies (Social Care and/or the Police). The Lead DSL will decide on any action required and advise staff. Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, e.g. name calling, threats and abusive phone calls, emails or text messages
- hate crimes

Other responses to bullying concerns may be:

- referral to other professionals such as the psychology team
- investigating the concerns
- supporting all of the students and staff involved including debriefs
- solution focused and restorative approaches
- individual education with the victim and/or perpetrator

In any unresolved cases Young Epilepsy accepts that parents or students might wish to use the complaints procedure and, if still dissatisfied, they may choose to involve external agencies. Information will be given to students and parents in such cases, about the Complaints Procedure.

5.4 Bullying of students by staff

Where there are concerns that a staff member is bullying a student, this must be reported as a safeguarding concern as per the Child and Adult Protection and Safeguarding Procedure. Such matters will be taken very seriously and investigated as per the Disciplinary Procedure.

6. LINKS TO OTHER POLICIES

This procedure also links to Young Epilepsy's:

- Child and Adult Protection and Safeguarding Policy and Procedure
- Comments, Compliments and Complaints Policy and Procedure
- Confidentiality Policy
- Online Safety Policy and Procedure
- Inclusivity, Equality and Diversity Policy
- Curriculum Statement
- Relationships and Sexual Wellbeing Policy and Procedure
- Safe Working Practice Agreement

USEFUL LINKS AND SUPPORTING ORGANISATIONS

- 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
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

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: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- 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

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

LGBT

- Barnardo's LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: www.metrocentreonline.org
- 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

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
 - A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

This procedure is agreed by Director of Integrated Care and will be implemented by all departments.

Signed:

Date:

Director of Integrated Care

Date of next review: 1 July 2021