



## Alternative Provision Service

(Encompassing the 3 PRU Bases, Launchpad Tuition, and Launchpad Alternative)

# Anti-bullying Policy

**2023**

### Vision

To provide a high quality, personalised educational experience that meets learners' needs and leads to success for all.

### Mission

A positive and inclusive community where young people are encouraged to achieve high standards of progress and succeed in a supported, safe environment.

### Our Values / Principles

Individuals Aspirations Raised  
New Experiences  
Safety and Support  
Personalised Programmes  
Individuals Feeling Valued  
Respect  
Excellence in Learning

**Approved by:** PRU Management Committee **Date:** 13/03/2023

**Last reviewed on:** 14/07/2021

**Next review due** March 2026  
**by:**

## **Position and values**

The aim of the policy is to prevent bullying of any sort and to ensure that everyone can operate in a supportive, caring and safe environment without fear of being bullied. All members of the community, including, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is, and be familiar with the school policy on bullying: therefore the aim of the policy is to help members of the school community to deal with bullying when it occurs and, even more importantly, to prevent it.

Bullying is an anti-social behaviour which affects everyone; it is unacceptable and it will not be tolerated. Everyone in the community has a responsibility to report any incident of bullying that comes to their attention and these reports will always be taken seriously.

To protect the rights of all pupils to have a safe and secure learning environment the Alternative Provision Service will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at The Alternative Provision Service will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively.
- Keep all other children safe, happy, and confident.

## **Clarification of terms**

A bully is defined as someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not **Definition of bullying** classed as bullying and are dealt with through the Behaviour Policy.

### **Definition of cyber-bullying**

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate, or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

### **Types of bullying**

- **Physical:** Deliberately hurting particular children on a regular basis
- **Verbal:** Deliberately hurting feelings through name-calling etc.
- **Ostracising:** Making someone feel left out and different by deliberately setting out to exclude them

### **Types of cyber-bullying**

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.

- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

### **Actions NOT considered to be bullying.**

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other kids play things a certain way.
- A single act of telling a joke about someone.
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

### **Reasons for bullying**

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences.
- They are jealous of another child.
- They are unhappy.
- They are copying what they have seen others do before, or what has been done to them.

### **The effects of bullying**

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- depression and anxiety
- increased feelings of sadness, helplessness, decreased self-esteem and loneliness.
- loss of interest in activities they used to enjoy.
- unexplainable injuries
- lost or destroyed clothing, books, electronics, or jewellery.
- frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch.
- difficulty sleeping or frequent nightmares.
- declining grades, loss of interest in schoolwork, or not wanting to go to school.
- sudden loss of friends or avoidance of social situations
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

## **Roles and responsibilities**

By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment, and victimisation within the school. Additionally, the Alternative Provision Service have developed this anti-bullying policy, a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the head teacher or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits, after school clubs and cyber bullying the school has direct responsibility to ensure children feel safe and secure.

### **1. The role of PRU Management Committee**

The PRU Management Committee supports the Headteacher in all attempts to eliminate bullying from the school. The committee will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The school monitors and categorises incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The committee requires the Headteacher and Teachers in Charge to keep accurate records of all incidents of bullying and to report to the school board on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident can make a complaint to the Chair of the PRU management Committee. The complaint will be dealt with in accordance with the complaints policy which can be accessed from the school's website.

### **2. The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy, and that they know how to identify and deal with incidents of bullying.

It is the Headteacher, assisted by Teachers in Charge, who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The headteacher/teachers in charge will draw the attention of children to this fact at suitable moments. For example, the headteacher/teachers in charge may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Headteacher will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Headteacher will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **3. The role of the staff**

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's anti-bullying policy. All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum, to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere. Members of staff will keep a vigilant watch on suspected 'bullies'; any incidents will be handled carefully. It is important that the child responsible for initiating the bullying is dealt with appropriately. The Teacher in Charge dealing with the incident will need to collect all the relevant information and then provide the headteacher with a copy in order that she can decide on an action. All cases are individual and various strategies will be employed by the headteacher to address the issue.

Teachers and support staff will do all they can to support a child who is being bullied.

All staff will report incidents of bullying onto the CPOMS system and alert the Safeguarding Manager so she can report any incidents to the Headteacher and PRU Management Committee.

### **Bullying in the workplace**

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Headteacher being involved in such incidents, reports will be given immediately to the Chair of the PRU Management Committee who will also take formal action where necessary.

### **4. The role of parents/carers**

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact the Teacher in Charge in a calm manner. If they are not satisfied with the action taken, they should contact the Headteacher. If they remain dissatisfied, they should follow the procedure detailed in the Complaints Policy, a copy of which is available on the website.

Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the home/school agreement.

## **5. The role of pupils**

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

### **Cyber bullying**

The Alternative Provision Service has a separate policy related to online safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The ICT code of conduct is explained and discussed with pupils in assemblies/meetings, PSHE classes and IT classes.

### **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. Homophobic bullying is the most frequent form of bullying after name calling. According to Stonewall's School report, 96% of gay pupils hear homophobic remarks such as 'puff' or 'lezza' used in school. 99% hear phrases such as 'that's so gay' or 'you're so gay' in school. 54% of lesbian, gay and bisexual young people don't feel there is an adult at school who they can talk to about being gay.

## **Reporting, Sanctions and Monitoring**

### **How to report bullying**

1. Any member of staff can be approached to report incidents of bullying, and they in turn will report to the Teacher in Charge.
2. The Safeguarding Manager has overall day-to-day responsibility for dealing with reported incidents and will forward details to the relevant member of staff to investigate.

### **Procedures**

The following steps must be taken when dealing with incidents of bullying:

1. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
2. The Teacher in Charge must be informed immediately.
3. A clear account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
4. Staff member will record the incident on CPOMS, alerting Safeguarding Manager, Teacher in Charge and other relevant staff members, categorising as bullying

5. The Safeguarding Manager will interview all concerned and will record the incident on the school's vulnerability matrix.
6. Parents will be kept informed by the Teacher in Charge/Keyworker
7. Subject teachers will be kept informed and asked to monitor the situation.
8. A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include verbal or written warnings, restrictions of break and lunchtime activities, fixed term and in the event of persistent bullying, permanent exclusion. Where appropriate the Headteacher may inform the police.

The Alternative Provision Service has set procedures to follow in implementing sanctions where a bullying incident has occurred, as described above sanctions are applied in appropriate proportion to the event. In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, the school will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

### **Monitoring, evaluation, and review**

1. The Headteacher and relevant staff will review this policy biannually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.
2. An annual questionnaire will be given to pupils every year. The resulting data will be considered in the biannual policy review and reported to the PRU Management Committee.
3. A record of all such incidents will be kept both centrally on the vulnerability matrix and on pupil files.
4. Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

### **Strategies to reduce bullying.**

The Alternative Provision Service has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others.
- the reinforcement of the clear message that violence has no place at The Alternative Provision Service
- consultation with the 'Pupil Voice' on appropriate action
- take part in initiatives such as Anti-Bullying Week
- training for all members of staff on anti-bullying policy and strategy
- the supervision by school staff of all play areas at lunch times and breaks
- buddies for pupils
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied.
- a clear policy of mobile phones use during school hours
- during assemblies and PSHE learning sessions discuss and explore bullying issues with the children

- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet)
- all websites accessed in school are screened. This software screens the language used in all documents, emails, and websites. Rude or offensive emails, websites, documents are sent to the Teacher in Charge. Action will be taken and recorded.
- CPOMS recording and reporting system.
- work with multi-agency teams including police and children's services as appropriate.
- contact the parents of both the child being bullied and the bully.
- challenge sexual content within verbal abuse especially challenging the word 'gay' and other homophobic language.

### **3. Useful websites**

[www.bullying.co.uk](http://www.bullying.co.uk)  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
[www.childline.org.uk](http://www.childline.org.uk)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.each.education](http://www.each.education)  
[www.youngminds.org.uk](http://www.youngminds.org.uk)  
[www.youngstonewall.org.uk](http://www.youngstonewall.org.uk)  
[www.nspcc.org.uk](http://www.nspcc.org.uk)  
[www.stoptextbully.com](http://www.stoptextbully.com)  
[www.beyondbullying.com](http://www.beyondbullying.com)  
[www.childnet-int.org](http://www.childnet-int.org)  
[www.cyberbullying.org](http://www.cyberbullying.org)  
[www.chatdanger.com](http://www.chatdanger.com)  
[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)  
[www.eachaction.org.uk](http://www.eachaction.org.uk)  
[www.stonewall.org.uk](http://www.stonewall.org.uk)

**This policy should be read in conjunction with the following School Policies and Procedures:**

- Complaints Policy
- Equality and Diversity Policy
- Safeguarding and Child Protection Policy & Procedures
- Staff Code of Conduct
- Behaviour Policy
- Mobile Phone Policy

**This policy should be read in conjunction with the following DfE Guidance**

Preventing and Tackling Bullying – Advice for Head Teachers, staff and Governing Bodies' July 2017

Cyberbullying: Bullying – Advice for Head Teachers and school staff November 2014

**This Policy will be reviewed bi-annually.**



## **Neglect and Anti-Bullying Appendix**

### **Introduction**

For all children, learning about relationships and making friends is a key part of their development. Conflict resolution, problem solving and maintaining friendships is all part of this journey. However, unfortunately for some children, they find themselves being the victim of bullying, whether this is face to face or online.

Bullying is a complex yet real issue. As with any displayed behaviour, it is important we understand what the child or young person is trying to communicate to us. Bullying is always unacceptable, and should never be tolerated, however by addressing underlying causes, we stand a better chance of making sustainable changes and ensuring our children have happy and healthy relationships.

### **Context and Rationale**

This appendix has been created for schools following key learning from St Helens Safeguarding Children Partnership. Neglect is a prevalent issue across St Helens and remains a key priority area for the Partnership.

Neglect can have devastating consequences on a child's life, including on their relationships. If a child has not been nurtured or had the love and care that all children deserve, they can find themselves at risk of being bullied, or displaying bullying behaviours themselves.

### **Victims**

Neglect may increase the risk of a child becoming a victim of bullying. This could be because:

- The child looks unkempt (i.e., unclean including unclean odour, poor dental hygiene, inappropriate clothing).
- A neglected child may (but not always) come from a low-income family and therefore may not be able to keep up with social pressures of having certain clothing/items.
- The young person may not have been shown love, care, or warmth. This may mean that they were not shown the appropriate way to interact with other people, making it harder for them to do so in day-to-day life.
- A child who is neglected may have low self-esteem or anxiety which may make them vulnerable to being bullied.
- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. Children with special educational needs and disabilities can be at an increased risk of being bullied.
- A child who is tired or hungry may behave differently, as their basic needs have not been met and this will affect how they can function.

## **Children Who Display Bullying Behaviours**

Neglect may also increase the risk of a child displaying bullying behaviours to their peers. This could be because:

- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. This could include social, emotional and communication difficulties which may impact on friendships.
- A child who has experienced neglect may lack the social skills to make friends. They may also have witnessed domestic abuse which can also distort their view on what a healthy relationship looks like.
- In addition, the consequential feeling of loneliness may cause them to present themselves as a more dominant force to other children.
- A child who has been neglected can feel anxious and out of control; they may therefore exert power over others to bring back the feeling of control.
- For any child who experiences abuse, including neglect, they may find themselves in 'survival mode'. The trauma they experience may place them in a state of heightened awareness (fight or flight) that can cause them to display instinctive irrational reactions, rather than the regulated response we often guide our children to make.

## **Opposing Views**

There may be situations where there are opposing views as to whether a child is a victim or the one displaying the bullying behaviours. In these situations, it is important to not lose sight of the potential root causes of the behaviour. All incidents should be investigated thoroughly, and an impartial, evidence-based conclusion decided. However, it may be that following the outcome of the investigation, both the victim and the child displaying the bullying behaviour will need support.

# How to respond

## Understand behaviour as communication

We don't want to condemn any child or young person and it is essential we view behaviour as a form of communication. We can then offer them the right help, support or safety they need.

01



### Follow the Anti-Bullying Policy

For any alleged bullying incident, it is essential that the Anti-Bullying procedures are followed thoroughly and immediately.

03



### Rules and Boundaries

All children and young people need clear rules and boundaries to help them in later life. It is important we work with them to understand the impact of their behaviour on others. This may include following the school's Behaviour Policy where appropriate.

## The Curriculum

It is important we teach children about healthy relationships throughout their time at school. Early intervention is vital.

05



### Provide Support

We need to provide the right support for all children involved in bullying, including their families and support networks.

04

