

Anti Bullying Policy



Reviewed June 2022

Approved by: Trustee Board

Date: 11th January 2022

Signed by:

A small, rectangular photograph of a piece of paper with a handwritten signature in dark ink. The signature appears to be "L. Pratt".

Position: Chair of Trustees

Last reviewed: January 2022

Next review due: January 2024

Monitoring arrangements

This policy will be reviewed bi-annually, but may be reviewed earlier if deemed appropriate by the Chief Executive or Trustees.

Inclusion Hampshire is a place where every person has the right to be themselves in a safe, nurturing and inclusive community. Every person at Inclusion Hampshire is equal and should be treated with respect and dignity. We love the diversity of everyone's individuality and identity and we will forever support its expression.

1. Aims and purposes of the policy

The aim of this policy is to outline Inclusion Hampshire's zero tolerance approach to bullying, in all its forms, and to give guidance to all staff, learners and parents regarding what to look for, what to do and how Inclusion Hampshire will investigate and deal with bullying behaviour.

This policy was formulated using Hampshire County Council guidelines and advice from partner schools. In addition the viewpoints of tutors and learners were taken into account and the policy was drawn up using a range of national documents: including Anti-Bullying Guidance for Schools, Anti-Bullying Alliance Statement of Purpose, Children's Act (2004), Local Guidance: Hampshire Children's & Young People's Plan (2009); HCC Children & Young People's Anti-Bullying policy (2009); Stonewall's toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in secondary schools (2015)

2. Definitions

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group physically, emotionally or psychologically.

The nature of bullying can be:

- **Physical**, e.g. hitting, kicking, pushing people around, spitting or taking, damaging or hiding possessions
- **Verbal**, e.g. name-calling, taunting, teasing or insulting
- **Emotional/psychological**, e.g. intimidating, isolating or excluding a person from a group, spreading personal information or rumours, writing unkind notes, texts or emails)
- **Cyberbullying**, e.g. messaging, making calls or recording incidents to cause distress, fear or humiliation; posting or sharing threatening, abusive or humiliating material on social media; hacking email or social media accounts; doxxing (publishing private or identifying information about someone on the internet/social

media)

Bullying can be based on any of the following things:

- Race or ethnic identity
- Religion or spiritual belief
- Culture or class
- Gender (sexist bullying)
- Sexual (talking to or touching someone in a sexually inappropriate way)
- Sexual orientation (homophobic or biphobic bullying)
- Sexual activity (whether real or made-up)
- Gender identity (bullying of trans or non-binary people)
- A person's disability, special educational needs, learning difficulty
- A person's appearance or health
- Pregnancy and maturity
- Related to a person's home or personal circumstances

3. Contributing factors

Learners attending Inclusion Hampshire are often extremely vulnerable and may be previous victims or perpetrators of bullying. It is important that we are sensitive to learners and recognise that because of their vulnerabilities they can be particularly susceptible to being a victim of bullying or being the perpetrator of bullying. Bullying is deeply damaging, potentially causing psychological damage for the person being bullied and the person conducting the bullying, and its legacy can follow young people into adulthood.

If bullying behaviour leads to concerns that any learner may be at risk of harm, the Head of Provision, DSL will be informed and Inclusion Hampshire's Safeguarding Policy and Procedures will be followed.

4. Raising awareness

Inclusion Hampshire aims to raise awareness of the signs and symptoms of bullying and the damage that it can do to all staff and learners. Specific occasions when this takes place include: termly whole staff meetings where the Head of Provision (College/Inclusion Learning Centre) addresses all staff on the subject of safeguarding and bullying; new staff induction process; learner induction period; as part of the social skills classes and the Life & Wellbeing curriculum; discussion and review of the topic is also promoted through tutor time, reviews and 1:1 mentoring.

Staff are trained to recognise behaviour patterns that may indicate a cause for concern. These could include when a learner:

- is unwilling to attend or begins to truant

- becomes withdrawn anxious, or lacking in confidence
- feels ill often
- begins to do poorly in sessions or refuses to work
- changes their usual routine
- starts stealing money or other items (to pay bully)
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other learners
- starts stuttering
- is frightened to say what's wrong
- 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

5. Prevention

For the issue of bullying to be tackled successfully a climate needs to be created in which all forms of victimisation are discouraged, and where reporting cases of bullying is seen as the normal and right thing to do.

It is necessary to treat cases of bullying in a different way to one-off acts of aggressive or victimising behaviour. The latter would include pushing past someone, taking another learner's possessions without genuine permission, taunting another learner, or shutting a door in someone's face. In these cases staff are expected to intervene with a firm response, indicating that such behaviour is not acceptable.

Please refer to the subheadings 5.2 Derogatory language and 5.3 Prejudice-based incidents for further information about how Inclusion Hampshire and its staff should challenge learners who exhibit these behaviours on singular occasions or when not personally targeted but used generally towards others.

All negative behaviour should be dealt with in accordance with Inclusion Hampshire's Behaviour Policy.

All learners need to understand that bullying is unacceptable and should be offered strategies for dealing positively and supportively with each other. Inclusion Hampshire embeds the following culture and practices to ensure the prevention of bullying behaviours from arising:

- This behaviour policy is student-friendly and accessible to learners, staff and parents by the Inclusion Hampshire website
- Inclusion Hampshire's Life & Wellbeing curriculum embeds opportunities to discuss bullying, social media, prejudice and discrimination to educate its learners

- Work Skills & Employability and ICT sessions are used to educate on the appropriate usage of social media and internet usage and the possible consequences of inappropriate use.
- Individual 1-1 time with tutors and managers to discuss instances of bullying
- Regular opportunities to raise awareness of bullying and derogatory language
- Difference and diversity are celebrated and embedded throughout the curriculum, events such as Anti-bullying week, Pride and Black History Month are promoted organisation-wide
- Stereotypes and examples of 'banter' are challenged by staff and learners are encouraged to challenge peers when they see these behaviours
- Learners are educated on the 'Bystander Effect' (see section 5.1).
- Staff work with parents/carers in partnership with other organisations to challenge bullying
- Examples of racist, sexist, homophobic, transphobic, biphobic, or any other example of discrimination, is recorded by members of staff
- Learner behaviour is discussed at daily staff briefings and termly case review meetings to feed back information about friendship patterns, particular incidents, any learner who seems to be isolated, any growing "power base" and any known conflict between a member of staff and a learner, or between learners so that strategies can be developed to prevent problems, that may lead to bullying incidents.

5.1 Bystander Effect

The role of the bystander (those who witness bullying or acts of unkindness), and their reaction, is of particular importance. Standing by and observing lends support to the perpetrator whilst giggling, laughing or otherwise appearing to enjoy the spectacle could be understood as complicity. Many perpetrators behave as they do to impress an audience. Bystanders should be encouraged to deny them that opportunity by informing a member of staff or if appropriate, offering support to the victim at the time and then ensuring that the matter is brought to the attention of staff, ideally accompanying the victim.

It is hard to challenge the words and behaviours of peers and friends but it is the aspiration of Inclusion Hampshire that its learners will feel safe, knowledgeable and empowered to challenge bullying, hate or discrimination where appropriate. Inclusion Hampshire staff members role model appropriate behaviour for learners to follow and educate on how to sensitively challenge bullying, use of derogatory language and prejudice-based incidents.

5.2 Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. It can often be excused by young people (and adults) as 'banter'. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored and follow up actions and sanctions, if appropriate, will be taken for students and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

Inclusion Hampshire recognises the vulnerabilities and harm that many of its learners have experienced but this does not excuse this language. However, Inclusion Hampshire recognises these words as an educational opportunity to challenge sensitively and firmly and to promote its culture of diversity and celebration of identity to create a positive and welcoming community.

5.3 Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head of provision regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Like the use of derogatory language, these actions will be challenged and sanctioned appropriately but will also be used as an opportunity to promote understanding of difference to embed long-lasting positive change.

6. Bullying outside of school

Many cases of bullying, particularly cyberbullying, take place outside of Inclusion Hampshire's education centres. However, Inclusion Hampshire reserves the right to take action against those who take part in these incidents and support the victims where necessary. Bullying acts may also be criminal acts so Inclusion Hampshire will be obliged to work with the Police to detect those involved in criminal acts.

If a case of cyberbullying is brought to the attention of staff it will be reported to the Head of Provision who will undertake an initial investigation in line with the anti-bullying investigation procedure outlined within this policy. In addition to the procedure, the Head will:

- Ask the learner to show staff the mobile phone
- Note clearly everything on the screen relating to an inappropriate text message, to include
 - the date, time and names
 - make a transcript of a spoken message, again record date, times and names
 - Tell the student to save the message

7. Reporting and anti-bullying investigation procedure

In essence the term 'bullying' is most properly used when referring to repeated incidents. If the word 'bullying' is felt necessary to use then the anti-bullying investigation procedure must be activated by the member of staff concerned. Certain circumstances may be better addressed, at least initially, by using terms such as 'unkind', 'unthinking', 'unpleasant', 'insulting', etc. Please see the 'derogatory language' section above.

The concerned member of staff should quickly and sensitively offer advice, support and reassurance to the alleged victim and inform the Head of Provision, as soon as possible.

If the Head of Provision feels that 'bullying' is indeed the appropriate terminology, the following procedures must be followed:

- 1.** The member of staff who reported the bullying will pass on any evidence or statements etc to the Head of Provision.
- 2.** The Head of Provision will conduct initial interviews with: the victim; any witnesses; and the suspected bully or bullies (all information gathered to be documented).
- 3.** A case review meeting to be held as soon as possible with appropriate staff and managers to decide upon the appropriate sanction/course of action should any be required in line with Inclusion Hampshire's behaviour policy.
- 4.** A change of timetable or a day at home may be necessary for either the victim or the perpetrator or both, as a temporary measure to de-escalate the situation. This is not to be seen as a sanction for either party.
- 5.** The learners involved and parents/carers informed of the outcome by the Head of Provision by phone or in person.

A bullying incident will be treated as a child protection concern, where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school will report its concerns to children's social care. (Please see inclusion Hampshire's Child Safeguarding Policy and Procedures).

7.1 Action in all cases

The victim will be reassured that action will be taken to relieve the situation, i.e. the bully will be spoken to. Advice and support for the victim will be provided by the appropriate staff and support from external services will be sourced where appropriate.

The perpetrator needs to understand how their actions are affecting the victim, and they will be encouraged to work with appropriate members of staff to modify their behaviour including, where necessary, access to counselling support and therapy. If they are reluctant to engage, behaviour management strategies will need to be put in place. Where possible, the perpetrator will also be encouraged to make appropriate reparation.

8. Legal issues

Although bullying is not a specific criminal offence, there are civil and criminal laws which apply to physical or sexual assaults on another, causing damage to the property of another, harassment and threatening behaviour. In addition, misuse of electronic communications and social media could be a criminal offence. For example, it is an offence to send an electronic communication (such as a text message or e-mail) to another person with the intent to cause distress or anxiety.

8.1 Cyberbullying

Cyber bullying is generally criminal in character. The law applies to cyberspace.

- It is unlawful to disseminate defamatory information in any media, including internet sites
- Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character
- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

POLICY IMPLEMENTATION

The Chief Executive is responsible for ensuring the implementation of this policy and that regular reviews take place.

All staff and volunteers have a responsibility to adhere to this policy and will be made aware of this policy as part of their induction, supervision and training.

Failure to act in line with this policy will result in disciplinary action

Appendix 1 - LGBTQ+ Glossary

This glossary is designed for staff to be able to sensitively support LGBTQ+ young people and challenge homophobia, biphobia and transphobia where it occurs.

It is important to remember that:

- the terms people use to describe themselves may change over time
- sexual orientation and gender identity are not the same thing
- not everyone thinks of themselves as 'male' or 'female'
- not everyone identifies with the sex that they were assigned at birth

For more information, please read Stonewall's '*Toolkit for preventing and tackling homophobic, biphobic and transphobic bullying in secondary schools*'.

Biphobia

The fear or dislike of someone who identifies as bisexual .

Bisexual

Refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender.

Cisgendered person

Someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Coming out

When a person first tells someone/others about their identity as lesbian, gay, bisexual or trans.

Gay

Refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian.

Gender dysphoria

Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

Gender identity

A person's internal sense of their own gender, whether male, female, or something else (see nonbinary below).

Gender reassignment

Is another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010.

Gender stereotype

The ways that we expect people to behave in society according to their gender, or what is commonly accepted as 'normal' for someone of that gender.

Gender variant

Someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people.

Heteronormative

Denoting or relating to a world view that promotes homosexuality as the normal or preferred sexual orientation.

Homophobia

The fear or dislike of someone who identifies as lesbian or gay.

Homosexual

This might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people can identify as male, female or non-binary.

Lesbian

Refers to a woman who has an emotional, romantic and/or sexual orientation towards women.

LGBTQ+

The acronym for lesbian, gay, bisexual, trans and queer/questioning. The '+' is used to

include all other communities, including such those who are pansexual, agender and gender queer.

Non-binary

An umbrella term for a person who does not identify as male or female.

Outed

When a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone else without their consent.

Pronoun

Words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their and ze / zir. Staff should use a young person's chosen pronouns at all times.

Queer

In the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Sex

Assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'.

Sexual orientation

A person's emotional, romantic and/or sexual attraction to another person.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.

Transgender man

A term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male.

Transgender woman

A term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

Transitioning

The steps a trans person may take to live in the gender they identify as. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents.

Transexual person

This was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Transphobia

The fear or dislike of someone who identifies as trans.