Fair Ways Education
Anti-Bullying Policy

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Fair Ways Vision, Mission and Values

Our vision
To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
Making a difference through passionate care, support and education.

Our values
As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will · We approach challenges with optimism and enthusiasm · We don't judge, we notice · We put the needs of the service before our own personal gains	· We don't give up on people · We value all individuals and are willing to challenge them · We embrace each other's differences as much as our similarities · We accept responsibility for our actions	· We give feedback, we invite feedback, we listen to feedback · We look inward before we look outward · We learn as much from our mistakes as from our successes · We listen to each other, learn from each other and grow together	· We are always willing to explain why · We have the courage to be open and honest · We earn trust through our transparency · We live by our values even when no-one is watching

1 Introduction

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1.1   Every member of the school community has a responsibility to prevent and to deal with the incidents of bullying including racist, sexist, homophobia and online bullying.

1.2   Fair Ways Education defines bullying as verbal, physical or psychological and this also encompasses cyber bullying.   In fact, any action which makes a child feel uncomfortable, insecure or threatened may be defined as bullying.   Bullying can be defined as a behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- **Physical assault** - Pushing, hitting, kicking, punching, taking belongings or an act of violence with intent to harm.
- **Teasing** - Spreading nasty stories about someone, exclusion from social groups or being made the subject of malicious rumours.
- **Making threats** - Name calling, insulting, threats / intimidation or making offensive remarks.
- **Cyberbullying** – Tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted using text messaging, e-mail, instant messaging or any other type of digital technology e.g. social networking sites (Facebook, Instagram, Snapchat, Twitter). Misuse of associated digital technology such as camera and video aids – refer to Safeguarding policy (DOC REF SC10) and the E-safety policy (DOC REF SC16).
- **Sexual orientation -** Homophobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation.   Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers.   Homophobic bullying is perhaps the form of bullying least likely to be self-reported since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.   Homophobic bullying includes all forms of bullying above.

1.3   We recognize that the physical safety and emotional well-being of the young people in our care is an absolute priority.

2   Aims

2.1   We aim to protect the young people in our schools from bullying by taking the following steps:

- Creating a sensitive, caring atmosphere in which young people feel secure, their view points are valued, they are listened to and encouraged to talk.
- Young people are left in no doubt that if they tell somebody about being bullied their comments will be taken seriously and acted upon.
- Providing appropriate support and guidance so that young people have a range of adults whom they feel confident to approach if they are in difficulty.
- Being vigilant in cases of suspected bullying, recognising the signs and symptoms. Having clear procedures whereby staff members report such cases to the appropriate designated staff.
- Raising self-esteem.
- Endeavouring to work with parents to build an understanding of the responsibility of both parties to ensure the welfare of all young people.
- Effective supervision of young people.
- Providing appropriate training for staff so that all issues of child bullying are understood, including monthly safeguarding calendar, induction, online training, twilight sessions, INSET days.
- Early action by staff.
- Providing young people with the skills, strategies and information so that they develop an understanding of what bullying means.
- Providing opportunities through the curriculum to support young people in understanding the ways that they can keep themselves safe. This can include PSHE / Citizenship, tutor time and student meetings.
- National Bullying Week – whole school activities to raise awareness of bullying and prevention.
- Following relevant and up to date legislation.

3   The effects of bullying

3.1   Young people who are being bullied are being denied the opportunity to reach their full potential. Effects may be long term and include:

- absenteeism – unknown or prolonged periods of time out of school
- absconding from school
- fall in academic performance

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- poor self-esteem
- health problems
- isolation and failure to develop socially
- depression and suicide
- relationship difficulties

3.2   Signs of bullying occurring. These include:

- change of friendship groups
- lack of friends
- school rejection
- 'illness' at certain times or on certain days
- change in standard of work
- withdrawal / sudden lack of confidence
- severe cases of depression

Although the above list is most likely to apply to victims, changes in behaviour could indicate that someone has developed anti-social traits and may be bullying.

4   Procedures for staff / adults within the school

4.1   Immediate responses to bullying or information about bullying:

- take the incident or report seriously
- the incident or report must be acted upon
- take action (as listed below) as soon as possible
- re-assure victim
- make it clear that you disapprove of the unacceptable behaviour

4.2   Actions

- **STEP 1** - A verbal reprimand from a member of staff may deter further inappropriate behaviour. The member of staff will talk to the 'victim' to assure them that the matter is being dealt with. All the information is to be recorded on Clear Care under Bullying for both victim and perpetrator.

- **STEP 2** - Staff will offer support and guidance to the victim. Staff will meet with the perpetrators where the feelings of the 'victim' are discussed. Warnings are issued about further inappropriate behaviour. Sanctions may be imposed on the perpetrators and a further meeting is arranged to discuss progress.   This meeting should take place within one week. All information is to be recorded on Clear Care under Bullying.

- **STEP 3** - If further incidents occur then the school management is informed. They will talk to the young people as well as inviting parents / carers to become involved. At that meeting further strategies will be agreed and parents / carers will be kept informed of progress. Further professional advice from outside agencies such as the Education Welfare Service or The Hub may be sought on behalf of the 'victim' or 'bully'. All information is to be recorded on Clearcare.

- If the incidents of bullying are immediately judged to be serious (e.g. a very aggressive act) or a direct approach has been made by a parent/carer to a member of staff or the Head of School, then steps 1 and 2 should be by-passed.

- Record incidents on Clearcare.

- Any step taken or concerns raised are discussed at Debrief.

- If the bullying is deemed serious enough that the police need to be called, school will support the victim with this process.

5   Intervention techniques for anti-bullying

5.1   Punishing bullies does not end bullying. Fair Ways Education stress that it is the bullying behaviour rather than the person doing the bullying that is not liked. We positively encourage all young peoples to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied young people.

5.2   Our Anti-Bullying Policy and Practice includes a range of strategies adapted to suit particular incidents through a whole school approach including:

- Ensuring that the whole school understands what bullying means.
- Making it clear that no bullying of any kind is tolerated.
- Allowing young people to report incidents without feeling they are telling tales.
- Incidents are taken seriously investigated and if necessary acted upon with clearly defined procedures.
- Systematic recording of incidents helping us to review and evaluate policy and practice.
- Peer support systems - developing listening, social skills, self-esteem, confidence in peers, mediation and befriending.
- Programmes of lessons in the school curriculum and weekly student meetings - sharing skills and experiences.
- Induction for all new staff.

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- Training staff so that they can better identify and help vulnerable young people and those who may be more at risk of bullying.
- Assertiveness training - aiming to change the behaviour of young peoples who are vulnerable or bullied and to help them use verbal and body language in a way that discourages bullying, including how to respond to bullying in a calm, controlled manner. This can include how to make assertive statements, deal with name calling and getting help from bystanders etc.
- Use of sanctions - these might include removal from class; detention; withholding participation in non-curricular activities such as school trips and sports events; fixed periods of exclusion.
- Working with parents and carers to promote good behaviour, encourage involvement in promoting the school ethos and consult over the school's approach to bullying.
- Improving the school grounds so that they can provide a safe, secure, active and easily supervised environment.
- Questionnaires for use with young peoples, parents and staff and regular staff meetings to gain an indication of the extent and nature of problems related to bullying.

5.3   It is very important that the strategies the schools employ are communicated clearly too all relevant parties and that the parents / carers have access to the procedures. The young people must also understand the procedures and feel that they are able to express their views and have the same opportunity to discuss these matters through regular PSHE sessions in the classroom or chill-out chats with the Pastoral Team.

5.4   Fair Ways Education is already promoting a good positive ethos and caring attitude to the needs of its young people and staff. This helps considerably in building a positive self-image for the individuals and helps them to recognise their place within the school community and the value of their efforts and talents.

5.5   Our unequivocal view reflects the value system of the school community and its attitude to bullying:

"Fair Ways Education will not tolerate bullying. Bullying is an unacceptable form of behaviour."

6   Bullying which occurs outside school premises

6.1   School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address young peoples' conduct when they are not on school premises and are not under the lawful control

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or charge of a member of school staff, but only if it would be reasonable for the school to regulate young peoples' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, especially online.

6.2   Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head of School should also consider whether it is appropriate to notify the police, parents / carers or social workers of the action taken against a young person. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

6.3   While school staff members have the power to discipline young people for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises.

7   Associated Documentation & Legislation

- Safeguarding policy (DOC REF SC10)
- E-safety policy (DOC REF SC16).

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