



Wallend Road
Preston
PR2 2HW

Anti-Bullying Policy

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Author: Kerry Ixer

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Reviewed by: Shaun Redgrave

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KEY CONTACTS AND INDEX

Key Contacts at Pioneer TEC	Policy Index
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Shaun Redgrave	What Is Bullying?
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Lynn Edmonds	Signs and Symptoms
Local Authority Designated Officers LADO – for Safeguarding and Prevent	Prevention
	Reporting Procedure
	Education and Training
Blackburn and Darwen LADO	Involvement of Students
Megan Dumbleton Megan.dumbleton@blackburn.gov.uk 01254 585184	Involvement and Liaison with those with Parental Responsibility
Blackpool LADO	Appendix 1: Procedure Guidance
Billy Evans lado@blackpool.gov.uk 01253 477299	Appendix 2: Supporting Guidance Documents
Lancashire LADO	
Tim Booth, Donna Green, Shane Penn Lado.admin@lancashire.gov.uk 01772 536694	
Pam Smith, CT/Prevent lead pam.smith@lancashire.gov.uk Tel: 01772 530 591 Mobile: 07766 306 502	

PURPOSE OF THIS POLICY DOCUMENT

Policy: This Anti Bullying Policy statement has been prepared by Pioneer TEC as a statement of its intentions and commitment to ensuring that the highest standard of anti-bullying management achievable is achieved in its workplaces.

Purpose: Pioneer TEC through the effective use of this policy, will provide supporting procedures and current guidance on anti-bullying, safe premises, safe systems of work, safe equipment and a healthy working environment.

General Aim: Our general policy aims are to:

- Consult with staff and other interested parties on matters of bullying.
- Maintain safe and healthy working conditions.
- Provide adequate information, instruction and training and supervision for staff and other interested parties.
- Ensure all staff and other interested parties are competent in the roles being undertaken.
- Recognise the health of the school, learning and development is connected to the control of bullying and harassment.
- Endeavour to learn from good anti-bullying practice and legislation and utilise support from external agencies where appropriate.
- Maintain a consistent approach to anti-bullying practice.
- Provide a safe and secure environment for young people to learn and develop.
- Ensure young people are aware that all bullying concerns will be dealt with sensitively and effectively and young people feel safe, supported and protected.
- Support staff and other interested parties in relation to welfare and certify that all bullying matters and concerns are professionally managed and concluded appropriately.
- Maintain positive consistent support to victims.

Applicability: This policy applies to all Pioneer TEC staff including contractors and other interested parties such as volunteers, internal and external secondees and young people. This policy aims to ensure that all have a clear understanding of the procedural requirements and responsibilities in relation to acts of bullying and bullying behaviour.

Chain of Responsibility: The person with overall responsibility within the Company management of anti-bullying is Mrs Lyndsey Sim, Proprietor.

All staff with specific responsibilities must ensure they are adequately delegated in their absence. All staff and other interested parties are required to co-operate in anti-bullying matters and report concerns and opportunities for continual improvement to senior management.

Anti-Bullying Statement:

In securing the implications of this policy Pioneer TEC's senior management team will ensure that its operations and undertaking are executed in such a manner, so far as is reasonably practicable, as to ensure that staff, interested parties and all other persons are not exposed to risks of bullying.

Declaration:

This policy statement will be reviewed at least annually and communicated to all staff and interested parties.

Resources:

- This policy supports and compliments other school policies and government standards listed in this policy document which are available for reference.
- All Pioneer TEC staff and other interested parties will be trained as part of induction process in Company Policy and Procedural requirements.
- Support and advice on Bullying and Anti-Bullying Procedures and student and staff welfare is available from your line manager and Designated Safeguarding Lead.
- All current internal contacts and details are in this policy.

Young people are taught about bullying, forms of bullying and acceptable and unacceptable behaviours as part of a broad balanced curriculum also young people are encouraged to develop positive relationships at the home and in school.

NOTE:

1: WHAT IS BULLYING?

1.1 Definition of bullying

Bullying is defined as “**Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally**”. (DfE, “Preventing and Tackling Bullying” July 2017.)

Bullying is generally taken to mean any sort of physical or psychological intimidation. It could hurt, threaten or frighten someone and cause distress. There are a number of kinds of bullying. These may be exhibited by an individual young person towards another individual, by a group towards an individual, or by one group to another. It can include personal, sexual or racial harassment and bullies can frighten so that a person does not want to attend school.

1.2 Who bullies?

Anyone has the capacity to bully. Those who perceive themselves as low status within a community, institution or group may use bullying in an attempt to artificially boost their status. Self-esteem is therefore a key factor in whether someone bullies or not. This puts equal opportunities and inclusion at the centre of all anti-bullying work in our residential school.

1.3 Who is bullied?

Anyone can be bullied – student, parent/carer/guardian or staff member. People who suffer bullying are often perceived by others to be different.

Sometimes the perceived difference is individual to that person – shyness, academic ability, physical appearance, clothing and possessions, accent, perceived inappropriate behaviour.

Frequently the perceived difference comes from labelling an individual as part of a group. Such bullying would then be designated as, homophobic, racist and religious, or sexist. People can be a member of more than one group.

2: TYPES OF BULLYING

Pioneer TEC recognises bullying as a form of peer-on-peer abuse. It can be emotionally abusive and cause severe and adverse effects on a child’s emotional, social and educational development.

2.1 Types of bullying

Bullying can happen to anyone and Pioneer TEC exercises zero tolerance on bullying of any form toward staff and all other interested parties. Types of bullying:

Physical:

- Hitting
- Punching
- Taking of belongings
- Spitting
- Extortion
- Signing

Verbal:

- Name calling including about personal appearance
- Mocking, insults
- Sexual innuendo or sexualised comments
- Making offensive remarks
- Escalated “banter”

Cyber bullying:

This is through the use of ICT and can be anonymous. It can affect the target victim 24 hours a day and be an invasion of personal space and time. It can also spread quickly through technology and re-surface at a later date.

Cyber bullying can be cross generational as staff and students can be affected and targeted and can take the form of a silent dispatcher of bullying tactics and campaigns. Tools used in cyber bullying:

- Mobile phones, chat rooms/blogs/message boards, uploaded images, photos and video.
- E-Mail, gaming consoles and instant messaging (MSN, Snapchat).
- Social Networking sites (Facebook, Bebo, or hosting sites, e.g. YouTube);
- Sending viruses or hacking programmes, stealing someone’s identity deliberately to upset another person and can include harassment, threats and insults.

Indirect:

- Spreading unpleasant stories about someone.
- Exclusion from social groups.
- Being made the subject of malicious rumours.
- Defacing of personal property.

- Intimidation.
- Graffiti.
- Inciting others to bullying behaviour.
- Distribution of literature.
- Display of pornographic, classist, disablist, homophobic, racist or sexual material.

Psychological:

- Damage to reputation (sexual, denial of identity gender/ethnicity).
- Extortion.
- Theft of belongings.
- Identity theft, impersonation and isolation.
- Refusal to work / play with another student.
- Revealing personal information.
- Victimisation after a previous complaint, e.g. bullying due to either victims or bystanders speaking out as a result of a past bullying incident.

2.3 Additional types of bullying

- Homophobic: any incident perceived by the alleged victim or any other person to be targeted around being lesbian, gay or bisexual. People do not have to be lesbian, gay or bisexual to suffer homophobic bullying.
- Transphobic: incidents are those perceived to be insulting to someone's gender identity or to transgender people.
- Racist: any incident perceived to be racist by the alleged victim or any other person. Incidents related to religion, culture or those involving young people who identify as gypsy/ Romany traveller come under this heading too.
- Related to disability, SEN or health: behaviour perceived to be insulting to people with a range of medical, mobility, sensory, mental health or learning impairments. Incidents related to other health or SEN (Special Educational Needs) come under this heading too.
- Related to home circumstances: e.g., young carers or children in care, social class.
- Sexist: incidents perceived to be demeaning to a gender in general. If unchallenged this can eventually lead to domestic violence.
- Sexual: incidents include intrusive language, distribution of inappropriate pictures, damage to sexual reputation, inappropriate touching and other behaviour to involve unwanted sexual attention.

- Faith-based bullying: negative stereo typing, name calling, or ridiculing based on religion.
- Gifted /talented bullying: name-calling, innuendo, ostracism or negative peer pressure based on high levels of ability or effort.

3: SIGNS AND SYMPTOMS

Bullying should be reported immediately to your line manager or Designated Safeguarding Lead or Deputy Safeguarding Lead. Most bullying issues are not standalone incidents and can be a combination of events or signs and symptoms of bullying. In most bullying cases, multiple issues will overlap with one another.

Indicators of bullying include:

Physical signs:

- physical injuries.
- damaged clothing with no convincing explanation.
- general ill-health due to stress.
- change in physical appearance, clothing or reduction in attention to personal hygiene.

Emotional signs:

- mood swings.
- apparent changes in personality.
- constant anxiety/ nervousness.
- depression or tearfulness for no apparent reason.
- lack of confidence.
- negative self-image.
- hostility and defensiveness.

Behavioural signs:

- withdrawn.
- frequent, unexplained absences.
- poor concentration.
- eating disorders.
- alcohol/substance misuse.
- evidence of self-harming.
- out of normal character disruptive/ challenging/bullying behaviour.

General:

- frequently “lose” money/possessions.
- appears tired and lethargic.

- avoids entering/ leaving school with others.
- lack of usual activity time engagement.
- changes in discussion/conversation, gangs, drugs, glorifying violence and violent acts.
- conversation of suicide / self- harm.

Cyber bullying:

- Phone beeps constantly.
- Reluctance to look at or answer phone.
- Making excuses for not engaging in using ICT resources.

Indicators could be changes in social grouping in school and/or personal isolation during social time, including refusing to share lunchtime and breaktime with staff or peers. Shy young people who isolate from peers could be impacted by bullying without outwardly showing any signs.

4: PREVENTION

4.1 Prevention of bullying

Bullying does occur. Staff and all other interested parties should be especially vigilant when in situations and/or places where bullying is most likely to happen. Incidents or suspicions should be reported immediately to line managers or the designated safeguarding lead (DSL) or Deputy DSL.

In tackling bullying Pioneer TEC will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by staff and all other interested parties.
- Challenge practice and language (including ‘banter’) which does not uphold the homes values and tolerance and respect toward others.
- Educate young people in the use of technology, especially mobile phones and social media, positively and responsibly.
- Work with staff and all other interested parties, to prevent and tackle concerns, including all forms of prejudice-driven bullying.
- Encourage young people to work pro-actively to raise awareness of anti-bullying in the school with their peers through working with school and nationally recognised anti-bullying campaigns.
- Recognise and raise awareness with the use of posters and literature that bullying can be perpetrated or experienced by any member of the school and school community, staff to staff, staff to student, student to staff, peer on peer.

- Recognise that the protentional for children with SEN / EHCP and disabilities will be disproportionately impacted by bullying and implement additional pastoral support as required.
- Incorporate in all aspects of social care, education, bullying in lessons, such as PHSE, SMSC, ICT and throughout the school curriculum to ensure children and young people feel safe about discussing their experiences or worries about bullying.
- Discuss with Pioneer TEC senior management team on the monitoring and evaluation of this policy and make timely and legal amendments.
- Support staff and all other interested parties with the use this policy.
- Encourage victims to seek help from people they trust, e.g. school staff, other young people living in the home, instructors / tutors, student guidance staff, pastoral support, Pioneer TEC Junior Instructors (school prefects).
- Support for staff and all other interested parties through discussion and appropriate training, ensuring maintenance of skills, knowledge and awareness – incorporated as part of induction and ongoing Continuing Professional Development.
- Celebrate success and achievements within Pioneer TEC, and promote and build a safe, happy living, learning and working environment.

4.2: Bullying of staff and all other interested parties

Staff and all other interested parties suffering from, or concerned about, bullying should inform their line manager immediately for support, guidance and advice. The DSL or deputy will take all complaints seriously and complainants will be treated with sensitivity and respect. Victims will be supported throughout appropriate procedures.

Forms of bullying can include:

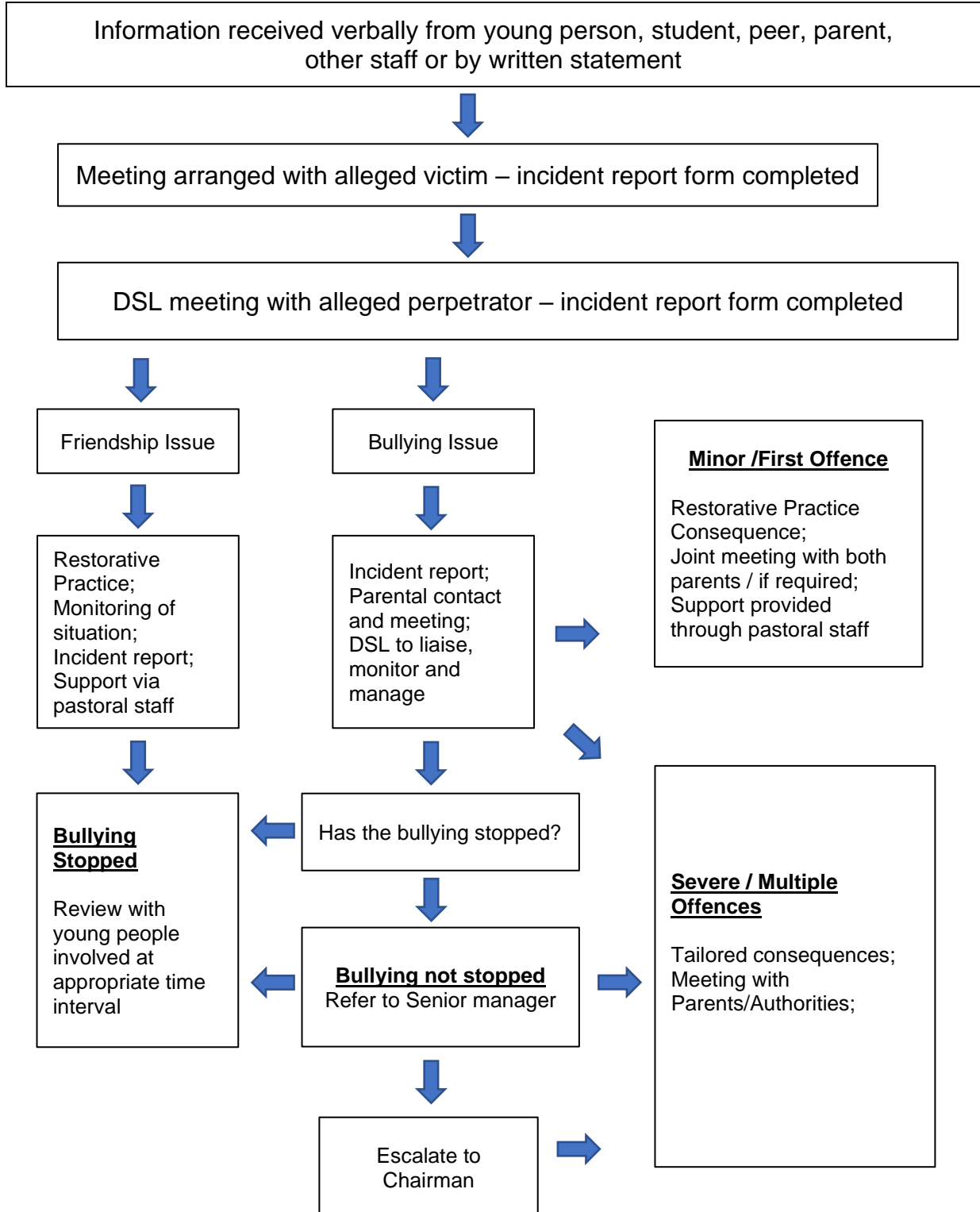
- Bullying by young people.
- Bullying of staff by staff or others.
- Bullying by parents/carers/professional.

Types are listed in Section 2 of this policy, and this also includes incidents such as cyber-bullying.

5: REPORTING PROCEDURE

See flowchart overleaf.

Protocol for Responding to a Bullying Incident



6: EDUCATION AND TRAINING

- Train staff and all other interested parties to identify forms of bullying and take appropriate action, following the schools policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout keywork sessions, weekly meetings and other activities such as displays, peer support also to include activities within the school.
- Collaborate with other local educational settings and agencies during key times of the year. For example, during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week.
- Provide systematic opportunities to develop young people's social and emotional skills, including building their resilience and self-esteem through including school activities and linking with keywork sessions, PSHE / SMSC and the broad-based curriculum, including activity-based education.

8: INVOLVEMENT OF YOUNG PEOPLE

Pioneer TEC will, as far as reasonably practicable, strive to:

- Involve and educate young people on the school's approach in preventing bullying.
- Ensure all young people know they will be fully supported should they express worries and anxieties about bullying.
- Ensure all young people are aware of the range of consequences which may be applied against those engaging in bullying.
- Involve young people in anti-bullying campaigns in schools and embed messages through activities within the school.
- Utilise the pupil voice in providing student led education and support.
- Publicise details of internal support, as well as external helplines and websites.

9: INVOLVEMENT AND LIAISON WITH THOSE WITH PARENTAL RESPONSIBILITY

Pioneer TEC will:

- Make sure that key information about bullying (including policies and named points of contact) is available to those with parental responsibility (including parents/carers) in a variety of formats, including via the school website.

- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and local community to address issues beyond the school remit that give rise to bullying.
- Encourage staff and all other interested parties to work with the home to role model positive behaviour for young people, both on and offline.
- Ensure all parents/carers are aware of Pioneer TEC's complaints procedure.
- Inform parents/those with parental responsibility and external agencies of any further concerns and of the outcomes of any bullying referrals made to staff or management at the home.

Appendix 1 – Procedure Guidance

Procedures in respect of Bullying Incidents or Concerns

Early intervention could reduce victimisation and failure to report is a failure to safeguard.

In the event of an actual or suspected case of bullying by adults, parents, teachers, or any other adult, report this to the Designated Safeguarding Lead (DSL) as soon as possible. The DSL is responsible for ensuring that victim(s) and perpetrator are identified, and the appropriate protocol is followed, support given, and appropriate agencies are involved.

The DSL or Designated Safeguarding Officer (DSO) will attend any reviews called by the Local Authority and may call on appropriate / additional members of staff for reports.

It is important that overhearing young people discussing bullying, or being in situations where bullying is manifesting, must be immediately relayed for investigation.

Assuming that somebody else will take action might be critical in keeping the bullied person safe from further victimisation, or potential self-harm, or suicide.

1:1 Supporting young people

Young people who have been bullied will be supported by:

- Reassurance and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their keyworker, the DSL, or a member of staff of their choice.
- Being advised by the line manager or DSL to keep a record of the bullying as evidence and make a tailored plan on how to respond to concerns.
- Working with the towards restoring self-esteem and confidence.
- Providing ongoing support which may include working and speaking with staff, offering formal counselling, engaging with parents and carers, offering opportunities to work with the wider community and local/national organisations to provide further or specialist advice and guidance tailored to the individual need.

Young people who have perpetrated bullying will be supported so far as is reasonably practicable by:

- Discussing what happened, establishing the concern and the need to change.

- Informing parents/carers to help change the attitude and behaviour of the young person
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences, in line with homes behaviour/discipline policy. This may include the need for a strategy meeting, removal of privileges (including online access when encountering cyberbullying concerns).
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

1.2 Supporting adults

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the DSL or a senior member of staff.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal working hours (including online), the home will still investigate the concern and ensure that appropriate action is taken in accordance with the homes behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will so far as is reasonably practicable be helped by:

- Discussing what happened with their line manager and/or a senior member of staff to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the Homes official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate.

Report all suspicions of bullying to the DSL

If you see or hear something that is concerning:

- Don't ignore it or assume it is someone else's responsibility to report it.

- Seek advice immediately from the DSL.
- Don't minimise – if it worries you, someone else needs to know.
- If it is related to a young person being at risk, see the DSL or Deputy DSL immediately.
- Concerns about adults in the home should be made directly and immediately to the DSL or a member of the senior management team.

Appendix 2 – Supporting Guidance Documents

This policy sets out how Pioneer TEC will meet its duty to staff and young people in identifying and managing bullying within the Home.

If anyone wishes to seek further information or guidance, they can refer to the below documents / organisations and refer to the Resources and References web addresses highlighted:

Reference and Resource:

Bullying:

<http://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

<https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf

Changing Faces: <http://www.changingfaces.org.uk/>

Mencap: <http://www.mencap.org.uk/>

Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

DfE: SEND code of practice:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Childnet: <http://www.childnet.com/>

Internet Watch Foundation: <http://www.iwf.org.uk/>

Think U Know: <http://www.thinkuknow.co.uk/>

UK Safer Internet Centre: <http://www.saferinternet.org.uk/>

The UK Council for Child Internet Safety (UKCCIS)

<http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

Race Religion:

<http://www.annefrank.org.uk/>

<http://www.kickitout.org/>

<http://www.report-it.org.uk/>

<http://www.stophateuk.org/>

<http://www.tellmamauk.org/>

<http://www.educateagainsthate.com/>

<http://www.srtrc.org/educational>

LGBT:

http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm

<http://www.metrocentreonline.org/>
<http://www.eachaction.org.uk/>
<http://www.theproudtrust.org/>
<http://www.schools-out.org.uk/>
<http://www.stonewall.org.uk/>

Sexual Harassment and Sexual Bullying:

<http://www.gov.uk/government/publications/disrespect-nobody-campaign-posters>

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related>

Linked Policies:

Child Protection and Safeguarding Policy

Staff Discipline Policy

Behaviour Policy

Children's Homes (England) Regulations 2015 and Guide to Children's Homes

Regulations including the quality standards – Regulation 11 The positive relationship standard