



## Compass PRU Anti Bullying Policy

Governors' Committee responsible	Teaching & Learning
Link Senior Governor	Steve Osborne
Date Reviewed	December 2019
Next Review Date	DCC led - await advice of next review 2020
Linked Policies	Child Protection Policy Behaviour Policy Attendance Policy Whistleblowing Policy

*Our aim is to help all our learners unlock their potential in life and work*

*Alison Glazier* Signed & date 04.12.19  
Head teacher

All policies can be found on the in the Policies Folder

## Equality Impact Assessment – initial screening record

<ul style="list-style-type: none"> <li>What area of work is being considered?</li> <li>Upon whom will this impact?</li> </ul>	Anti Bullying Policy Curriculum Staff & Students																																				
<ul style="list-style-type: none"> <li>How would the work impact upon groups, are they included and considered?</li> </ul> <table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr><td>Minority ethnic groups</td><td></td><td>√</td><td></td></tr> <tr><td>Gender</td><td></td><td>√</td><td></td></tr> <tr><td>Disability</td><td></td><td>√</td><td></td></tr> <tr><td>Religion, Faith or Belief</td><td></td><td>√</td><td></td></tr> <tr><td>Sexual Orientation</td><td></td><td>√</td><td></td></tr> <tr><td>Transgender</td><td></td><td>√</td><td></td></tr> <tr><td>Age</td><td></td><td>√</td><td></td></tr> <tr><td>Rurality</td><td></td><td>√</td><td></td></tr> </tbody> </table>		The Equality Strands	Negative Impact	Positive Impact	No impact	Minority ethnic groups		√		Gender		√		Disability		√		Religion, Faith or Belief		√		Sexual Orientation		√		Transgender		√		Age		√		Rurality		√	
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<ul style="list-style-type: none"> <li>Does the initial screening highlight potential issues that may be illegal? <b>No</b></li> </ul> <div style="border: 1px solid black; height: 30px; width: 100%; margin-top: 10px;"></div>																																					
Do you consider that a full Equality Impact Assessment is required? <b>No</b>																																					
Initial screening carried out by Stuart Gosney, Engagement team  Signed: <i>Stuart Gosney</i> Dated: 04.12.2019																																					
Comment by Headteacher: <i>Alison Glazier</i> Date .....04.12.19																																					

## **ANTI-BULLYING POLICY**

The purpose of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is one of the problems which young people themselves most often identify. We recognise that bullying exists and we will work to reduce the frequency, severity and likelihood of bullying incidents. Bullying is anti-social behaviour and affects everyone; it may be defined as: "The intentional hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent, although some one-off attacks can have a continuing harmful effect on the victim." (Anti-bullying Alliance Statement of Purpose)

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist and homophobic remarks)
- Indirect (spreading rumours, excluding someone from social groups)
- Electronic (misuse of texting, social networking sites and e mail)

Schools have a public duty to show due regard to eliminate discrimination, promote equality of opportunity and foster good relations between persons of protected characteristics (Equality Act 2010) The protected characteristics are:

- Race (ethnicity)
- Sex (gender)
- Disability
- Religion/belief
- Sexual orientation
- Gender reassignment
- Pregnancy/maternity

Pupils who are being bullied may show changes in behaviour over a period of time, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from the Centre. Pupils must be encouraged to report bullying.

Compass teaching and support staff must be alert to signs of bullying and act promptly and firmly against it in accordance with service policy, the Department for Education advice on Preventing and Tackling Bullying and DSCB Anti Bullying Guidance: Everyone is Different (accessed on DSCB website) Compass staff will take into consideration the needs of its own community and the need to raise and sustain awareness of bullying and to challenge bullying behaviour.

Pupils in Compass will be supported to:

- Embrace a culture that respects difference
- Support children/young people who have experienced bullying behaviours
- Model appropriate, respectful behaviour
- Participate in the development, implementation and evaluation of the policy

## **Roles & Responsibilities**

The Anti-Bullying Co-ordinator will:

1. Develop the policy in line with this guidance document
2. Review the progress the organisation is making in relation to the anti-bullying agenda

All Staff in our organisation will:

1. Support children/young people who have experienced bullying
2. Respond to children/young people who have bullied
3. Model appropriate, respectful behaviour

Children/young people in our organisation will be supported to:

1. Embrace a culture that respects difference
2. Support children/young people who have experienced bullying behaviours
3. Model appropriate, respectful behaviour
4. Participate in –
  - Implementation of policy
  - Evaluation of policy

In schools Governors are responsible for monitoring the above.

## **Aims and Objectives**

The aims and objectives of this policy should develop and maintain;

1. a culture of respect where difference is valued
2. a system of support for children/young people who have been bullied
3. a system of clear, fair and consistent responses to incidences of bullying

## Implementation

In order to intervene effectively in a specific bullying situation, a tailored approach which takes account of the nature of the bullying, the responses of the child or young person being bullied, and the personalities and abilities of all parties is the most likely to be effective.

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or has witnessed the incident.
- A clear account of the incident will be recorded on SIM's and the Anti-Bullying incident sheet needs to be completed and returned to the Anti-Bullying co-ordinator.
- Anti-Bullying Co-ordinator will interview all concerned and will record the incident in the bullying log on SIM's system. If it is felt that the incident is a safeguarding concern, it will be recorded on "My Concerns" and any appropriate external referrals will take place.
- Parents will be kept informed at every stage
- Anti-Bullying Co-ordinator will report back to SLT with evidence gathered.
- Assistance from the police will be sought where electronic bullying may have led to an offence under the protection from harassment act 1997, the Malicious Communications Act 1988, the Communications Act 2003 and the Public Order Act 1986.
- A support package will be put into place for the victim
- Appropriate action and support will be put into place for the offender.
- All incident to be kept and logged on SIMs.

## **Pupils**

Children and young people will be listened to and believed. Those who have been bullied will be supported by:

- Ensuring the pupil's safety
- Compass having an open door policy available to all students, offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice and agree the type of support they feel they need.
- continuous support through the centre's key worker arrangements
- Restoring self-esteem and confidence and re-assuring the pupil that they did not deserve this
- Establishing measures to manage further situations should they occur
- Use of restorative justice
- Apply rules consistently and fairly
- Dedicated 'listening' to students – when requested.

The following disciplinary steps and actions can be taken:

- Official warnings to cease offending
- Listening to the child/young person who has bullied and agree the type of support they need.
- Exclusion from certain areas of centre premises
- Use of sanctions and rewards
- Appropriate revision of timetable
- Exclusion from certain aspects of the curriculum
- Community service
- Fixed term exclusion
- Apply rules consistently and fairly

Within the curriculum the teaching staff will raise awareness of the nature of bullying through inclusion in Life Skills and other discussion times where attitudes about bullying will be discussed openly and an emphasis will be placed on sharing responsibility and respecting the rights of everyone within Compass in order to reduce the frequency, severity and likelihood of it occurring. We intend that the implementation of RRS across all subject areas will promote empathy, conflict resolution, social responsibility and assertiveness.

## **Monitoring, Evaluation and Review**

The Senior Leadership Team and Management Committee will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the Compass.

Pupil surveys will be undertaken at least annually; they will specifically ask whether the pupils feel safe. Key actions to promote safety will be identified as necessary.

This policy should be read in conjunction with the Department for Education guidance 'Preventing and Tackling Bullying' , Compass Child Protection Policy and DSCB Anti-Bullying Policy Guidance and the policy will be amended to respond to the new Ofsted Framework when published.