

SPECIALIST EDUCATION SERVICES

Anti-Bullying Policy and Practice

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CONTENTS

1	INTRODUCTION	2
2	WHAT IS BULLYING?	2
	2.1 Bullying and Harassment	2
	2.2 Racial and Sexual Abuse and Bullying	3
	2.3 Teasing and Bullying	4
	2.4 Bullying and The Home/School Context	4
3	MEASURES TO PREVENT BULLYING	5
4	RECORDING, MONITORING AND RESPONDING	7
	4.1 Recording	7
	4.2 Responding	7
	4.3 Monitoring	7
	4.3.1 Bullying Concern Form	8
5	STAFF TRAINING	9
6	SES KITE: OPERATIONAL DIFFERENCES	9
7	FURTHER SOURCES OF INFORMATION	9
	7.1 Department For Education Resources	9
	7.2 Specialist Organisations	9
	7.3 Cyber-Bullying	10

1 **INTRODUCTION**

Specialist Education Services (SES) runs specialist communities that pride themselves on its caring family atmosphere. Children, young people and young adults have a basic right to live free from humiliation, oppression and abuse. Young people at each establishment should feel confident in the knowledge that they will be protected from bullying and that bullying of any kind will not be tolerated.

Young people can make a complaint to any adult. The 'Welcome' booklet they receive at admission explains this and tells them what to do if they are subject to bullying.

It is important to understand, however, that the tensions of group living may be demonstrated by negative symptoms and amongst these is the temptation for young people to engage in acts of bullying against others. Few young people leave residential care without having being exposed to bullying. Many will have been bullied at some time, or will at least have seen someone else being picked on. Some will have bullied others, although only a small percentage do so persistently. A significant minority, however, will have experienced regular and routine victimisation.

Bullying generally takes place out of sight of adults and care workers. Other professionals can underestimate the misery and distress it causes. Victims are often reluctant to speak out for the fear of reprisals, the unwillingness to break a moral code that 'you should not tell', and the fear that nothing will be done to stop it.

The most common characteristics of the typical victim of bullying are those of caution, sensitivity, anxiety and insecurity. Their self-esteem is low, and they feel as negatively about themselves as others do and frequently describe themselves as stupid, or ugly. They are generally lonely and unable to maintain friendships. A smaller group of victims can be described as provocative. They have both anxious and aggressive reaction patterns. They may have poor attention control and act in a manner that they irritate or annoy other young people. Their over activity and disruption causes them to be disliked.

A distinct characteristic of bullies is their aggression towards their peers. All bullies are aggressive whatever form their aggression might take. Their aggression is also frequently directed towards adults. Other characteristics of bullies include a lack of empathy towards their victims and an overwhelming desire to dominate them, impulsivity, underachievement, a likelihood of displaying other forms of anti-social behaviour, greater physical strength than the norm for their age, and a positive attitude towards violence.

2 **WHAT IS BULLYING?**

2.1 BULLYING AND HARASSMENT

Most people use these terms interchangeably, and many definitions include bullying as a form of harassment. Harassment is generally a term that is used to describe unwanted behaviour designed to intimidate and create a hostile and offensive environment. The terms harassment and bullying are therefore interchangeable and

for the purposes of this document are regarded as one and the same thing.

Bullying is variously defined. However, most definitions highlight that it is:

- deliberately hurtful behaviour causing either physical pain or emotional distress,
- repeated, and
- difficult for victims to defend themselves from.

It is particularly important to recognise that bullying is not restricted to overt physical aggression, and that indirect persecution can be just as hurtful. Bullying takes many forms but the three main types are:

- physical – touching, hitting, kicking, spitting and taking or hiding belongings
- verbal - name calling, invective, racist remarks, gender specific or sexualised comments, spreading gossip, or insulting someone by word
- psychological - spreading nasty stories/rumours about someone or their family, excluding someone from social groups, picking on them or setting them up to fail, exclusion or victimisation, standing inside personal and/or intimate space, the display of offensive materials, unfair treatment, ridiculing or demeaning someone.

Bullying is often motivated by prejudice or discrimination against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying does not necessarily occur face to face, and technology has provided a new medium for ‘virtual’ bullying that can occur anywhere. Therefore it now may also occur in written communications, email and phone. Social networking sites or gaming provide other forums within which bullying may manifest itself.

Cyber-bullying is another form of bullying and can happen at all times of the day, with a potentially bigger audience, and with greater access as people can distribute content with a click. This has implications for the Acceptable Use of Technology policy on and any subsequent monitoring procedures.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers’ powers to search (including statutory guidance on dealing with electronic devices) is available – see section 7.1 for information from the DfE.

For further information on how to respond to cyber-bullying and how young people can keep themselves safe, please refer to section 7.3.

2.2 RACIAL AND SEXUAL ABUSE AND BULLYING

It is important that we are clear in respect of where forms of racial and sexual attack lie with regard to bullying.

Insulting behaviour on the part of a person towards a member of a group on grounds of gender, sexuality, colour or ethnicity is indefensible. It differs from other forms of verbal abuse or bullying in that it is not merely a personal attack but is aimed indiscriminately at a whole ethnic group. It is not intolerance of another's action but of another's background, culture or sex.

Although not all racist or sexual 'attacks' could be classified in solely bullying terms, some could comprise part of the ongoing bullying behaviour.

For all instances of racial abuse, a **racist incident form** (found in the Staff area of the network) must be instigated, and the same procedure adhered to as for a bullying concern form. Depending on the severity of the incident, consultation with the assigned police liaison officer or Norfolk police may be necessary.

For all instances of discriminatory abuse, a **discriminatory incident form** (found in the Staff area of the network) must be instigated, and the same procedure adhered to as for a bullying concern form.

In a situation where child sexual abuse is alleged to have been carried out by another child, the child protection procedures should be adhered to for both the victim and the alleged abuser; that is, it should be considered a child-care and protection issue for both children.

2.3 TEASING AND BULLYING

It is also important to have a framework to consider when teasing becomes a form of bullying.

This can be a difficult area and is very dependent upon the context and the relationship of those within the interaction. This will often determine whether it is shared fun or more seriously not perceived as playful. It is in the interpretation of the behaviour by both the victim and bully that the power lies.

"Such distinctions in the way in which activities are perceived should not be ignored, for the different circumstances in which people find themselves lead them to interpret their experience in a different way. The pain they feel is real" (Walford 1988)

Therefore, in matters of what appear to be 'minor' teasing, a friend who only intended to light-heartedly tease would recognise the pain inflicted and stop. A bully may well recognise the pain inflicted and continue.

It is also essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter". "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. All staff should have a zero-tolerance approach to such abuse. Where peer on peer abuse is deemed to be a potential form of bullying, the procedures outlined in this policy should be followed.

2.4 BULLYING AND THE HOME/SCHOOL CONTEXT

There are significant differences between the bullying behaviour of boys and girls. Verbal bullying is a common practice of all bullies, but boys are much more likely also to use physical aggression. The most significant difference between boy and girl victims is the reluctance of boys to either own up to being victimised or seek help.

The stereotypical view of bullying is that it is a consequence of group living. Care staff are often portrayed as failing to protect victims or take the concerns of parents/carers seriously. There exists, however, a wealth of evidence to suggest that bullying has its origins not in residential care settings but within communities, and that it is imported into care settings. Aggressive parental models, combined with criticism and physical punishment are the means by which aggressive personalities are formed. Bullying is the inevitable consequence.

That is not to say, however, that care homes do not have a dynamic role in protecting young people from bullying and preventing incidences of bullying occurring. The culture and ethos of any home is a crucial factor in determining levels of bullying. Research clearly indicates that where staff openly express their disapproval of bullying and act promptly to deal with it less bullying occurs.

The maintenance of the home's culture in which care, commitment, and respect for the individual is promoted is vital. Within such a culture intimidation and violence are reduced to a minimum, but all adults need to be vigilant in respect of identifying bullying occurrences, and all adults have a role in its prevention and protecting young people who may be at risk.

Bullying may occur in any situation not just within the home and young people will need to be educated in relation to personal safety and making a complaint about incidents which occur in areas outside of the home. Likewise young people may on occasions feel that they are being bullied by adults at the home, and all adults have a duty to support and if necessary, represent the views of the young people in our care. If issues cannot be resolved informally then adults should remind young people of their right to pursue the matter through the SES Complaints and Representations Policy. Additionally, any young person may choose to address the matter via their placing authority's complaints procedure.

3 MEASURES TO PREVENT BULLYING

The most effective preventative measure that can be employed is for all adults to establish clearly that bullying in the home, in the Learning Centre, during transport, or on excursions will not be tolerated, and indeed will be dealt with firmly.

This will also require adults to plan opportunities for talking to young people about issues of difference, perhaps in Learning Centre lessons or tutorials, through dedicated events or projects, the restorative process or in house meetings. Staff themselves will be able to determine what will work best for young people depending on the particular issues they need to address.

However, there are a number of features of adult behaviour which if adopted are likely to significantly reduce incidents of bullying.

Adults should:

- ensure punctuality;
- play an active role in the supervision of young people during unstructured time;
- check potentially high risk areas on regular basis;
- use the established systems of communication to detail incidents of bullying;
- consider seating arrangements during transport to decrease the likelihood of incidents of bullying occurring;
- reinforce positive behaviour in line with the ethos of SES;
- use Key Worker Sessions etc. to discuss bullying;
- intervene before low-key verbal abuse of physical intimidation escalates;
- confront bullies or suspected bullies in a manner that allows them not to regard it as a negative experience, but one where they clearly understand why they are being spoken to and what aspects of their behaviour needs to improve;
- confront victims to examine why the incident occurred, confirm the appropriateness of informing adults, and establish ways to avoid a repetition;
- utilisation of restorative approaches to help build empathy between peers.

Any young person can be at risk from bullies. Adults have an important role in warning them and advising them how to cope. Young people's vulnerable to being bullied should be advised to:

- always tell an adult about alleged bullying, including cyberbullying and incidents occurring outside of the establishment
- be aware of not putting yourself into vulnerable or isolated situations;
- be aware of where you could get immediate help
- try not to show any temper reaction that may entertain;
- do not brag about possessions or money;
- give a clear reason not to lend someone an expensive item;
- consider whether their behaviour provokes.

Some young people, both bullies and victims may require more intense and regular session working proactively to develop appropriate strategies to minimise the bullying. This may form part of an intensive therapeutic intervention programme.

Adults need to examine carefully their own responses to bullying incidents or the suspicion of such. The lack of support to victims is often considered as permission for further attacks. If young people are to be protected from bullying adults need to ensure that they:

- respond quickly and unambiguously to it;
- are continually and persistently observant;
- do not subconsciously transfer feeling of irritation to groups;
- actually seek to bring bullying into the open with knowledge that it thrives on secrecy and often fades when discovered and discussed;
- make use of Key worker Sessions and other appropriate times to discuss personal relationship problems;

- make use of appropriate training opportunities, resource material etc. to improve their knowledge and skills in respect of helping both the bullied and the bully; and
- refer serious incidents to senior staff or duty managers.

4 RECORDING, MONITORING AND RESPONDING

4.1 RECORDING

There are a number of areas within the existing structures where bullying and responses to bullying may be recorded. They are:

- Young Person's diaries
- Serious Incident Forms
- Record of restorative approaches, reparation and sanctions log.
- PAN process, including Development and Learning planning structures

4.2 RESPONDING

As well as creating a record of acts of behaviour that may be deemed bullying, all of the above form a facility to record and outline actions and responses to a greater or lesser degree.

The Development and Learning Overview and subsequent Development and Learning structures are the natural places for proactively working upon bullying related issues. For example, a child's or young adult's descriptive profile within the Development and Learning Overview may indicate a tendency towards provocative victim behaviour. This would therefore be a priority for clear targets within subsequent Development and Learning Plans and/or Focus. Where risks are significant either as bully or victim then this should be reflected in the risk assessment management plan under the individual risk assessment structures.

In practice situations, unkind acts need a clear and effective response and adults will need to take a strong lead. Research has shown that restorative approaches that concentrate on victim empathy and relationship building are likely to be most effective. Restorative approaches, appropriate to the Young Person's ability, rather than automatic sanctions, continue to be the preferred approach as part of everyday practice. It is essential that young people feel safe because adults listen, are not afraid to act and are in control.

4.3 MONITORING

Often individual acts of unkindness or cruelty are described as bullying. Indeed, many people's most hurtful memories will have been related to a one-off, particularly unpleasant or humiliating act, which clearly felt like bullying.

However, one aspect of the definition of bullying is that it is repeated. Therefore, part of the SES framework for preventing bullying is:

- A positive and proactive approach harnessing the PAN Process.

- A clear and positive response to disrespectful and/or unkind acts, that emphasises restorative approaches and relationship building as the primary approach.
- A systematic monitoring structure that operates as an early warning system for identifying patterns or trends of behaviour.
- Clearly defined personalised procedures for all young people in relation to the use of technology, supported through regular monitoring checks by an appropriate adult.

Personal Tutors should be looking for key trends in data and information that they analyse as part of their role. Below is a sample list of sources of data that might provide such information:

- Serious incident forms (raw data, plus sample monitoring/reading)
- Sanctions and restorative approaches data
- Overlaying the above indicators of unsettlement against other data such as attendance at particular activities or time spent with other adults.
- Retrospective sample monitoring/reading of individual diary entries
- A regular time to talk directly with the young person.

These activities are an important component in ensuring that if bullying is happening it doesn't remain hidden. If no monitoring is happening, then there is a danger that a series of unkind acts may be dealt with at the time but the pattern and trend over time remains unnoticed or hidden. It also provides critical data as to whether responses are effective.

Although key workers have a responsibility to systematically monitor, all adults should have an overview and be alert to trends. Signs of possible bullying can sometimes be more easily spotted by somebody 'further removed'. For example, an adult returning from holiday, or a relative that hasn't seen the young person for a while, might notice a change in a young person's demeanour or well being, whilst for those working closely with the youngster day by day, changes may be small and imperceptible.

It is therefore important that there is a way of recording concerns that trigger procedures that thoroughly examine such a concern.

4.3.1 Bullying Concern Form

To ensure that there is an audit trail to track issues any adult can raise a **Bullying Concern Form**. However the raising of a **Bullying Concern Form** does not mean that a judgement has been made that there is serious ongoing bullying taking place. The form allows for the adult to set the context, summarise evidence and explain the reasons for that concern. There is space on the form to suggest responses or strategies. This form should be forwarded to the Case Co-ordinator, who must ensure that it is considered at the next management meeting. A copy of the form should go to the Head of Care, Registered Manager, Head of Education and SES Principal and/or Deputy Principal.

A **Bullying Concern Form** should not normally be raised as a response to one-off, unkind acts, outbursts of aggression or conflict.

However, a form may be raised for an instance of a severe, sustained and systematic attack of a physical, verbal or psychological nature, during the course of a particular day or evening, should an adult in discussion with the team on that evening feel the need to mark the event as bullying or where there is concern that this may become an ongoing issue. The likelihood of this occurring in our highly supervised environment without previous indicators being recognised and recorded and/or decisive adult intervention taken before it gets to such sustained severity should be extremely rare.

It becomes the duty of the management team to assess the validity and volume of evidence in respect of bullying and if necessary, ensure the implementation of an effective response. The form allows for describing such response and evaluating the outcomes.

N.B. The Bullying Concern Form is not intended as the recording system for bullying within the establishment. Indeed, if other day to day procedures are working well then Bullying Concern Forms should be rare and any records of bullying (whether as victim or perpetrator) should be evident within the young persons individual reports and records.

The **Bullying Concern Form** can be found in the Staff area of the network. Once raised, the bullying concern form should remain in the DCM handover file and be brought by the DCM on duty to the management meeting. This cycle should continue until the Principal signs off the form and issues have been resolved.

(Bullying of staff by staff is addressed via the Complaints and Representation Policy)

5 STAFF TRAINING

All adults will be involved in discussion and support as part of their induction and then subsequently on an ongoing basis exploring a range of issues including what constitutes bullying, how to respond to bullying, identification of high risk areas and how to support both those who bully and those who are the victims of bullying.

Specific e-safety training will be delivered on an annual basis to the whole team, as well as more in depth support for key workers with direct responsibility for young people.

6 SES KITE: OPERATIONAL DIFFERENCES

The content and key principles of this document apply to SES Kite homes. There are minor operational differences due to the nature of the establishment.

- Monitoring to identify trends or patterns related to bullying is the responsibility of the Young Adult Residential Support Manager, supported by Young Adult Residential Support Workers.
- Bullying or Racist Concern Forms should be forwarded to the YARSM, who must ensure that it is considered at the next meeting for the home. A copy of the form should go to the SES Principal, or in their absence a member of the SES Executive Group. The form should be discussed at all subsequent staff meetings until resolution. Once the issues have been resolved the form will be signed off by the SES Principal.

7 **FURTHER SOURCES OF INFORMATION**

7.1 DEPARTMENT FOR EDUCATION RESOURCES

- DfE Behaviour and discipline in schools; Advice for headteachers and school staff (Feb 2014, updated Jan 2016)

DfE Set of Documents

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- School Support for Children and Young People who are Bullied (Factsheet March 2014)
- Cyberbullying: Advice for headteachers and school staff (Nov 2014)
- Advice for parents and carers on cyberbullying (Nov 2014)

7.2 SPECIALIST ORGANISATIONS

An extensive list of further sources of information can be found in the DfE Preventing and Tackling Bullying advice, updated July 2017. The following are illustrative of those available to professionals:

- [The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.
- [BullyingUK](#): part of "Family Lives" a charity set up to help families with a range of issues including bullying and cyber bullying
- [The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.
- [Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.
- [The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

- [Restorative Justice Council](#): promotes quality restorative practice

7.3 CYBER-BULLYING

[ChildNet International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves.

[Thinkuknow](#): Website with extensive materials on e-safety, with specific support for cyber-bullying.

NSPCC: A range of information on understanding bullying and cyber-bullying including the management and reporting of issues.

[DfE Cyberbullying: advice for headteachers and school staff](#)

[Internet Matters](#): provides help to keep children safe in the digital world.