

*(Reading) CIC*

**Anti-Bullying Policy**

**Key Contact Personnel**

Nominated Member of Leadership Staff Responsible for the policy:

Angus Vinicombe, Managing Director

Designated Safeguarding Lead (s):

Angus Vinicombe, Managing Director

Date written: March 2021

Date of next review: (March 2022)

**This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedures**

**Auto Skills (Reading) C.I.C. Anti-Bullying Policy**

This policy is based on DfE guidance “[Preventing and Tackling Bullying](file:///C:\Users\AssitA01\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\ZQ0RB9FM\•%09https:\www.gov.uk\government\publications\preventing-and-tackling-bullying)” July 2017 and supporting documents. It also considers the DfE statutory guidance “[Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)” 2019 and ‘[Sexual violence and sexual harassment between children in schools and colleges](https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges)’ guidance.

**1) Policy objectives:**

* This policy outlines what Auto Skills (Reading) C.I.C. will do to prevent and tackle all forms of bullying.
* The policy has been adopted with the involvement of the whole school community.
* Auto Skills (Reading) C.I.C. is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

**2) Links with other school policies and practices**

This policy links with several other policies, practices and action plans including:

* Behaviour and discipline policy
* Complaints policy
* Child protection policy
* Confidentiality policy
* Online safety and Acceptable Use Policies (AUP)
* Mobile phone and social media policies
* Searching, screening and confiscation policy

**3) Links to legislation**

* There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):
* The Education and Inspection Act 2006, 2011
* The Equality Act 2010
* The Children Act 1989
* Protection from Harassment Act 1997
* The Malicious Communications Act 1988
* Public Order Act 1986

**4) Responsibilities**

* It is the responsibility of:
* The Managing Director to communicate this policy to all staff and students, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
* All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
* Parents/carers to support their children and work in partnership with Auto Skills (Reading) C.I.C.
* Students to abide by the policy.

**5) Definition of bullying**

* Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)
* Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
* This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
* Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children’s emotional development.

**6) Forms and types of bullying covered by this policy**

* Bullying can happen to anyone. This policy covers all types and forms of bullying including:
  + Bullying related to physical appearance
  + Bullying of young carers, children in care or otherwise related to home circumstances
  + Bullying related to physical/mental health conditions
  + Physical bullying
  + Emotional bullying
  + Sexual bullying
  + Bullying via technology, known as online or cyberbullying
  + Prejudicial bullying (against people/pupils with protected characteristics):
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

**7) School ethos**

* Auto Skills (Reading) C.I.C. recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.
* By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.
* ***Our Community*:**
* Monitors and reviews our anti-bullying policy and practice on a regular basis.
* Supports staff to promote positive relationships to help prevent bullying.
* Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
* Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
* Ensures our students are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
* Requires all members of the community to work with us to uphold the anti-bullying policy.
* Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
* Will deal promptly with grievances regarding our response to bullying in line with our complaints policy
* Seeks to learn from good anti-bullying practice elsewhere.
* Utilises support from the Local Authority and other relevant organisations when appropriate.

**8) Responding to bullying**

* The following steps may be taken when dealing with all incidents of bullying reported to Auto Skills (Reading) C.I.C.:
* If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
* Auto Skills (Reading) C.I.C. will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
* Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved.
* The DSL will be informed of all bullying issues where there are safeguarding concerns.
* Auto Skills (Reading) C.I.C. will speak with and inform other staff members, where appropriate.
* Auto Skills (Reading) C.I.C. will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
* Sanctions, as identified within the behaviour policy, and support will be implemented in consultation with all parties concerned.
* If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children’s social care, if a child is felt to be at risk of significant harm.
* Where the bullying of or by pupils takes place off site or outside of normal operating hours (including cyberbullying), Auto Skills (Reading) C.I.C. will ensure that the concern is fully investigated. If required, the DSL will collaborate with other organisations. Appropriate action will be taken, including providing support and implementing sanctions in accordance with this policy and the Auto Skills (Reading) C.I.C. behaviour policy.
* A clear and precise account of bullying incidents will be recorded by Auto Skills (Reading) C.I.C. in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

***Cyberbullying***

* When responding to cyberbullying concerns, Auto Skills (Reading) C.I.C. will:
* Act as soon as an incident has been reported or identified.
* Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
* Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
* Take all available steps where possible to identify the person responsible. This may include:
  + identifying and interviewing possible witnesses;
  + Contacting the service provider and the police, if necessary.
* Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  + Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  + Confiscating and searching students’ electronic devices, such as mobile phones, in accordance with the law and the searching and confiscation policy.
  + Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
* Ensure that sanctions are applied to the person responsible for the cyberbullying; Auto Skills (Reading) C.I.C. will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
* Inform the police if a criminal offence has been committed.
* Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  + advising those targeted not to retaliate or reply;
  + providing advice on blocking or removing people from contact lists;
  + helping those involved to think carefully about what private information they may have in the public domain.

***Supporting students***

* *Students who have been bullied will be supported by:*
* Reassuring them and providing continuous pastoral support.
* Offering an immediate opportunity to discuss the experience with their tutor, the designated safeguarding lead, or a member of staff of their choice.
* Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
* Working towards restoring self-esteem and confidence.
* Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
* Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CYPMHS).
* *Students who have perpetrated bullying will be helped by:*
  + Discussing what happened, establishing the concern and the need to change.
  + Informing parents/carers to help change the attitude and behaviour of the child.
  + Providing appropriate education and support regarding their behaviour or actions.
  + If online, requesting that content be removed and reporting accounts/content to service provider.
  + Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
  + Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CYPMHS).

**Supporting adults**

* Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by students, parents or other staff members, is unacceptable.
* *Adults who have been bullied or affected will be supported by:*
  + Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the directors.
  + 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 site or outside of normal operating hours (including online), Auto Skills (Reading) C.I.C. will still investigate the concern and ensure that appropriate action is taken in accordance with the Auto Skills (Reading) C.I.C. 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 be helped by:*
* Discussing what happened with a senior member of staff and/or the directors to establish the concern.
* Establishing whether a legitimate grievance or concern has been raised and signposting to the Auto Skills (Reading) C.I.C. official complaints procedures.
* If online, requesting that content be removed.
* Instigating disciplinary, civil or legal action as appropriate or required.

**9) Preventing bullying**

***Environment***

* The Auto Skills (Reading) C.I.C. community will:
* Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
* Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
* Recognises the potential for children with SEN and disabilities to be disproportionally impacted by bullying and will implement additional pastoral support as required.
* Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
* Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
* Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
* Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
* Actively create “safe spaces” for vulnerable children and young people.
* Celebrate success and achievements to promote and build a positive school ethos.

***Policy and Support***

* The whole Auto Skills (Reading) C.I.C. will:
* Provide a range of approaches for students, staff and parents/carers to access support and report concerns.
* Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
* Take appropriate, proportionate and reasonable action, in line with existing policies, for any bullying bought to attention, which involves or effects students, even when they are not on Auto Skills (Reading) C.I.C. premises; for example.
* Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
* Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.