

Falcons Learning Ltd

Anti-Bullying Policy



Falcons Learning
The Sky is the Limit

Approved by:	Stephen Wash	Date: 10/06/2022
Last reviewed on:	27/07/2023	
Reviewed By:	Stephen Wash	
Signature		
Next review due by:	27/07/2024	
REVIEW EVERY 3 YEARS	REVIEW EVERY 2 YEARS	REVIEW YEARLY

Change History			
Version	Date	Change Agent	Details of Change
1.0	03/11/2021	S. Wash	Initial Issue
2.0	10/06/2022	S. Wash	<ul style="list-style-type: none"> • Change of review to annual. • Addition of Learner voice

Owner	Principal		
Overview	<p><i>Falcons Learning aims to ensure that all members of its learning community feel welcome, safe and able to learn and make progress. Bullying of any kind prevents this from happening. The following policy has been drawn up in the light of the DfES Practice Document, "Bullying – don't suffer in silence". (DfES 2000)</i></p>		
Review Panel			
	Directors		
	Principal		
	SLT		
	Students		
External Input	<ol style="list-style-type: none"> 1. DfE 'Keeping Children Safe in Education' (Sept 2022) 2. DfE 'Working Together to Safeguard Children' 2018 3. DfE 'SEND Code of Practise' (Jan 2015) 		
Review Date	10/06/2023		
Review Interval	1 year		
Review Signature			
Name	Stephen Wash	Date	10/06/2022

Purpose/ Background

Falcons Learning aims to ensure that all members of its learning community feel welcome, safe and able to learn and make progress. Bullying of any kind prevents this from happening. The following policy has been drawn up in the light of the DfES Practice Document, "Bullying – don't suffer in silence". (DfES 2000)

Learners at Falcons Learning have a key role in the design and implementation of this policy and they have stated that they want the school to follow a restorative pattern of resolution when dealing with bullying allegations. They understand that often the bully themselves may have been or may be a subject of bullying and overcoming those issues are key in the development of all parties involved.

For the purpose of this policy the term perpetrator or bully is used. These are widely used and recognised terms and the most appropriate to aid effective drafting of policy. However, staff should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the bullying or sexualised behaviour will have been harmful to the perpetrator as well. The use of appropriate terminology will be for Falcons Learning to determine, as appropriate, on a case-by-case basis.

Legal Documentation

The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. Independent School Standard Regulations 2010 The Independent School Standards Regulations 2010 provide that the proprietor of an Academy or other independent school is required to ensure that an effective anti-bullying strategy is drawn up and implemented.

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns

to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Criminal Law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Bullying outside of the School Premises

Teachers have the power to discipline pupils for misbehaving outside the school premises “to such an extent as is reasonable”. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on.

Definition of Bullying

Bullying is the repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be carried out: physically, verbally and/or emotionally. It can take the form of racial or sexual/homophobic comments, or can occur through cyberspace, in the form of e-mail or text messages.

Physically – pushing, kicking, hitting, punching or any use of violence

Emotionally – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Racial – racial taunts, graffiti, gestures

Sexual – unwanted physical contact or sexually abusive comments

Homophobic – because of, or focussing on the issue of sexuality

Verbal – name-calling, sarcasm, spreading rumours, teasing

Cyber – All areas of internet, such as email & internet chat room misuse, Mobile threats by text messaging & calls, Misuse of associated technology, i.e. camera & video facilities.

Not all negative interactions between learners can be characterised as bullying and Falcons Learning work

hard to ensure that learners understand the differences between bullying and falling out or arguing. Bullying, therefore, is the deliberate action(s) of an individual, or a group, towards another individual or group, with the intention being to inflict suffering of a physical or mental nature. Consequently, it is not acceptable at Falcons Learning.

Practice and Procedures

Bullying has a huge range of consequences for both the victim and perpetrator, for those that witness the bullying, for the staff involved, for the community and for society at large.

Everyone involved at Falcons Learning must take responsibility for promoting a common anti-bullying approach by being supportive of each other, providing positive role models and conveying a clear understanding that we disapprove of unacceptable behaviour.

At Falcons Learning we take bullying seriously. Learners, staff, parents and carers should understand that reporting bullying is essential and be assured that Falcons Learning will support them fully whenever bullying is reported.

It is the responsibility of all members of the Falcons Learning community to implement the Anti-Bullying Policy.

Staff have a vital role to play as they are at the forefront of behaviour management and supporting their learners' sense of well-being at Falcons Learning.

We expect that staff will:

- Behave in a respectful and caring manner to learners and colleagues, to set a good tone and help create a positive atmosphere.
- Provide good role models.
- Raise awareness of bullying through curriculum activities including assemblies, role play, discussion, peer support.
- Keep the Directors informed of the effective delivery of this policy.

If a learner discloses a bullying incident to a staff member they will:

- Listen carefully to the victim and reassure him/her.
- Consider the victim's immediate safety and, if necessary, take steps to ensure it. This will mean involving other colleagues.
- Tell the victim what you intend to do next.
- Make a detailed record of what you have been told.

- Work with other colleagues if necessary, to investigate the alleged incident and ensure records are made of any evidence gathered:
- Pass on the information to the Principal, or, in his absence, the Deputy Principal/ Designated Safeguarding Officer.
- Keep relevant people informed about the progress of the case and ensure you also inform the pupil.
- All staff will remain vigilant and seek to understand the incident and consider whether there are further actions to be taken to support either party
- Incidents of bullying will be reported to the Business manager to be added to the agenda at the subsequent Senior Leaders' meeting for investigation and challenge.

We expect that learners will:

- Support the staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise.
- Be involved in the monitoring and review of the policy.
- Feel confident that everything is being done to make Falcons Learning a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that action regarding bullying will take place.

Key Points:

- Never ignore suspected bullying.
- Don't make premature presumptions.
- Listen and record carefully.
- Adopt a problem-solving approach.
- Follow-up repeatedly, checking bullying has not resumed.
- Treat all cases if reported bullying seriously.

Working with parents/carers:

It is important to involve parents of victims and bullies when dealing with bullying behaviour. Parents should not be used as a threat when working with bullies but should be involved in a problem-solving approach to the situation.

Parents who feel defensive about their child's behaviour are less likely to be supportive of strategies to combat this behaviour. Therefore, early involvement can have significant benefits. Equally, parents of

victims are likely to be seeking a response from Falcons Learning towards the bully. Thorough exploration of the case and the antecedents of both parties will help to minimise the continuance of bullying. Education around bullying is a key issue and will be considered throughout the SMSC curriculum.

Here, it is essential to take an objective approach to the situation, offer advice as to how the victim can be supported and to assure the parent/carers concerned that the matter will be dealt with and that they will be informed of the outcomes. It is not appropriate to promise that the child will be temporarily or permanently excluded if they have been involved in a bullying incident as this may not be the most relevant sanction for him/her.

Parents/carers have a critical role to play in reinforcing what is and is not acceptable behaviour and it is reasonable to expect parents/carers would wish to work with the unit to overcome bullying problems. However, some parents/carers will not be supportive of this approach but it is important to keep them informed of what is happening so that the implementation of sanctions, if deemed necessary, do not occur unannounced, causing further problems. Accurate records and copies of communications should be kept on pupil files.

Recording

All incidents in or out-of-class should be recorded on the on-line reporting system within Arbor. Incidents clearly identified as bullying must be reported to a senior member of staff.

Monitoring

Trends and strategies are analysed at regular intervals to inform development of strategies and modifications to policy and procedure.

Careful monitoring and analysis provides us with a regular opportunity to link monitoring to action planning for the following academic year.

Falcons Learning will review this policy every year to assess its implementation and effectiveness. This policy will be promoted and implemented throughout the company.

Further to that, Falcons Learning will adapt this policy in line with statutory requirements as and when necessary.