

ANTI BULLYING POLICY

Policy version control sheet

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Target Audience	All staff and Parents
Links to other policies	Peer on Peer Abuse Online safety Safeguarding

Changes to previous version

Our policy reflects DfE guidance on Preventing and Tackling Bullying 2011 and October 2014 and the belief that bullying is not acceptable under any circumstances (zero tolerance), and that it is best prevented through positive behaviour management (Education and Inspections act 2006). The continued development of our companies' ethos is based on mutual respect, fairness and equality observing the Equality Act 2010. It also acknowledges that bullying is problematic for the victim and perpetrator alike and embodies support and management strategies that are pragmatic and non-oppressive. Ensuring that the school complies with the new Equality Duty in which we do not discriminate potential pupils in relations to admissions and that our strategies benefit both the victim and perpetrator.

This message is repeated in the joint DCSF/DoH publication "Working Together to Safeguard Children 2013" which states, "All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies". Furthermore, the principle of children having a right to an education free from harassment and degradation is embodied in the Human Rights Act 1988 & UN convention of Children's Rights.

1 Principles

- 1.1 All children have an absolute right to live and be educated in a safe and secure environment and to be protected from others who may wish to harm, degrade or abuse them.
- 1.2 There is no justification whatsoever for bullying behaviour and it should not be tolerated in any form. Differences of race, religion, gender, sexual orientation and ability are absolutely rejected as reasons for bullying.
- 1.3 Bullying behaviour is a problem for both the bully and the victim, and should be addressed in positive and constructive ways that provide opportunities for growth and development for the bully and victim alike.
- 1.4 Effective management of bullying is a shared responsibility and strategies should involve 3 Dimensions education staff, carers/social workers/ parents (where appropriate), and other professionals involved with children who are the victims or perpetrators of bullying behaviour.
- 1.5 It is important to invest time and resources in the prevention and management of bullying and staff require advice, training and support to manage it with confidence.

- 1.6 Information about 3 Dimensions Care Ltd policy and procedures, should be readily available in 'user-friendly' form to children, their carers/social-worker/parents (where appropriate), and Placing Authority.

2 Aims & Objectives

- 2.1 To fulfil 3 Dimensions statutory responsibility to respect the rights of children, to safeguard and promote their welfare & develop and implement an anti-bullying policy based on a consistently implemented 3 Dimensions approach.
- 2.2 To clarify 3 Dimensions responsibility for responding to incidents of bullying, and to emphasise to staff, pupils, their carers, social-workers and parents (if appropriate), the 3 Dimensions zero tolerance attitude towards bullying behaviour.
- 2.3 To raise awareness among staff, carers/social-workers/parents (where appropriate) and pupils, about the issue of bullying and the 3 Dimensions attitude towards it and to create an environment in which bullying is seen as inappropriate and unacceptable.
- 2.4 To address the problem of bullying and to bring it under control; through the implementation of 3 Dimensions policy, procedures and strategies and eliminate intimidating behaviour and promote 3 Dimensions ethos in which each pupil is safe and able to realise their full potential.
- 2.5 To be proactive in the prevention of bullying and make pupils, carers/social-workers/parents (where appropriate) and staff aware of what steps to take when an incident of bullying has occurred.
- 2.6 To demonstrate to bullies that their behaviour is unacceptable and to provide them with support to enable them to change their behaviour and to reassure victims that action will be taken to keep them safe,
- 2.7 To be clear as to the extent of the problem and ensure that 3 Dimensions allocates a proportionate amount of time and energy to bring any bullying under control.
- 2.8 To accurately record all incidents of bullying, report to relevant professionals, Ofsted, Social Worker or Caseworker and parents as applicable also to monitor the effectiveness of strategies for bringing it under control. Also recognising that if a child

is suffering or is likely to suffer significant harm that it becomes a child protection issue and should be reported as such.

3 Definition of Bullying

- 3.1 Any interaction between an individual or group of people with a more powerful individual or group which is **perceived** or **intended** to cause hurt, pain, suffering, humiliation or degradation.
- 3.2 Bullying behaviour may be direct or indirect. Direct forms include physical violence and threats; verbal assaults and taunts; the destruction of property; extortion; unwanted sexual interest or contact. Examples of indirect forms of bullying include ignoring and the withdrawal of friendship; excluding; malicious gossip and spreading rumour; abusive or oppressive graffiti.
- 3.3 Cyber Bullying has increased due to the widespread access to technology and has provided a medium for virtual bullying, which can happen 24/7, with a larger audience at the click of a forward button.
- 3.4 Although bullying is not a criminal act, any electronic communication with the intent to cause harm or distress is an offence under the Malicious Communications act 1988
- 3.5 3 Dimensions takes all forms of bullying seriously and is particularly concerned to take action in relation to any incidents which involve racist*, sexist, disablist or homophobic elements.
- 3.6 In such cases, these issues will be specifically addressed with the bully (and his carers/social-worker/parents where appropriate) in the course of post incident management.
- 3.7 Incidents of bullying with racist content or motivation should be recorded in line with the “Guidelines and Procedures for Dealing with Racist Incidents”.

4 Scope

- 4.1 3 Dimensions has an enduring interest in the welfare and conduct of its pupils, and will respond positively to any information it receives about bullying, although young people are constantly supervised whilst in the care and education of 3 Dimensions. If it emerges that a pupil is responsible for bullying other children outside, this matter will be addressed and our policies and procedures followed.

5 Prevention

- 5.1 All staff involved in the education and/or supervision of children will be made aware of the issue or potential issues of bullying, and the need to apply 3 Dimensions Policy of zero-tolerance consistently when episodes of bullying are witnessed or reported. Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it.
- 5.2 Upon placement each pupil is assessed and risk assessments are formed (these assessments/risk assessments are ongoing and regularly updated) for their potential as a perpetrator of bullying, a victim or both (which is often the case).
- 5.3 We recognise that bullying behaviour or vulnerability to become the victim of bullying is inherently linked to pupils with SEN, Social and Communication difficulties. We therefore address this issue as part of our programme and the pupil's whole education and care programme. We identify potential victims and perpetrators and work with them to improve their own esteem and confidence, use positive behaviour management plans to withdraw attention for negative behaviour and give praise and positive attention with a reward for positive behaviour.

Education is the Key!

- 5.4 It is not effective to chastise the bully or those attracting unwanted attention from bullies through their behaviour! We begin to educate the pupil so they learn new and acceptable strategies to gain the outcomes they are seeking without entering the cycle of bullying or being bullied.
- 5.5 As a result some of our most highly risk assessed pupils in this area, often end up in the strongest or most nurturing relationships with their peers.

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- 5.6 We promote Positive pairing between peers and building relationships by creating situations where each person experiences a reason to feel good about themselves and begin building relationships that are meaningful.
- 5.7 If a pupil displays bullying behaviour, all attention is withdrawn, so that the negative behaviour does not lead to negative attention. In this way the bully is shown that they isolate themselves through this behaviour.
- 5.8 Also educating those pupils who are inadvertently linked to the bully by their reaction, to increase their awareness, and learn how to deal with such behaviour, by withdrawing attention.
- 5.9 We encourage the use of peer pressure and good role modelling by pupils who have already learned to manage their own behaviour.
- 5.10 We educate all pupils to empathise with others difficulties or disabilities so that they are not discriminatory.

In addition, the issue of bullying will be raised with pupils at a number of levels including:

- 3-Dimensions as a whole care and education project will inform children of its zero-tolerance policy and the actions that will be taken to prevent bullying taking place such as supervision and a buddy system.
- in the Home and at classroom level – children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance, i.e. counselling/key-worker.
- Children who have bullied others will be given advice and support and taught strategies to enable them to bring their unacceptable behaviour under control and to prevent further incidents.
- 3-Dimensions recognises that there are particular times and locations when children may be more vulnerable to bullying. The risk of bullying incidents will be reduced by on-going supervision, restricted access to areas and will be clearly risk assessed.
- Children will be encouraged to talk to staff about incidents of bullying, which they experience or of which they may be aware. In these circumstances, staff will

respond positively, take the expression of concern seriously and ensure that the matter is fully investigated.

- Social-workers/parents (where appropriate) who believe their children are the victim of bullying should share their concerns with 3-Dimensions at the earliest opportunity, and be prepared to work with 3-Dimensions to keep their children safe in the future. All expressions of concern will be taken seriously and investigated thoroughly.
- Similarly, if parents believe their child is bullying others, this information should be shared with 3-Dimensions so that the problem can be addressed and a plan agreed to prevent further incidents, and the bullying child helped to change their behaviour.
- All of these preventative strategies operate within a 3-Dimensions ethos founded on equality, fairness and respect for others, in which individual differences are celebrated and seen as a source of enrichment. In order to help children learn and develop appropriate responses to others, all staff at all times will treat each other (and children, carers/parents (where appropriate) with courtesy and respect, and will model appropriate and acceptable behaviour.

6 Partnership with Teachers/ Carers/Social-Workers/Parents

- 6.1 3-Dimensions is firmly committed to working in partnership, teachers/carers/social-workers/parents (where appropriate), and believes that the best outcomes emerge when professionals and teachers/carers/social-workers/parents (where appropriate) are able to work together when bullying occurs.
- 6.2 3-Dimensions, recognises the important influence which carers/teachers/social-workers/parents (where appropriate), have on their children and would enlist their support when their child is involved in bullying – either as victim or a perpetrator.
- 6.3 If a child is involved in a single serious incident of bullying, or there is evidence that the same child is involved repeatedly in less serious incidents (either as a victim or a perpetrator), 3-Dimensions will inform carers/social-workers/parents (where appropriate) and invite them to become involved in the management of the problem, and the prevention of further incidents. Isolated and less serious incidents will be managed by 3-Dimensions staff and carers/social-workers/parents (where appropriate) will be informed.

7 Incident Management

7.1 3-Dimensions will take firm and decisive action to deal with any incident of bullying that is witnessed by or reported to any member of staff. The following procedure will be followed:-

- An Incident Report will be completed
- Any physical Intervention will be recorded
- Any Injury recorded and medical attention given as required
- Parents, Social workers will be informed
- A debrief will be carried out with the Victim and the Perpetrator within 24hr
- Strategies and actions determined to minimise further incidents

8 Serious Incidents

8.1 Where there are incidents that involve a child suffering or likely to suffer significant harm immediately it becomes a child protection issue and should be reported as such, following the companies safeguarding procedure and informing the LA Social Worker, parents, the LADO and Ofsted within 24 hours.

9 Post-Incident Responses for the Victim

9.1 When a member of staff receives information, either directly or indirectly, that a child may have been the victim of a bullying incident, this report will be taken seriously and investigated.

10 For the Bully

10.1 3-Dimensions takes bullying behaviour very seriously, and will adopt a supportive, pragmatic, problem-solving approach to enable bullies to behave in a more acceptable way. 3-Dimensions does not believe that the use of punishment is helpful in managing this problem, but is of the view that the positive use of natural consequences such as withdrawal of attention, or not earning an activity, can be useful in demonstrating to bullies that their behaviour is unacceptable and in prompting change.

11 Monitoring and Evaluating

11.1 Senior staff will review and evaluate the effectiveness of the policy and agree adjustments that may be necessary to address any ongoing concerns. These will be shared with teaching staff, carers/social-workers/parents (where appropriate) and pupils.

References:

DfE Preventing and Tackling Bullying 2011

Working Together to Safeguard Children 2013

Equality Act 2010

Education and Inspection Act 2006

Education Act 2002

Children Act 1989

Malicious Communication Act 1988

Communications Act 2003

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