



ASPIRE

THE ASPIRE HUB
ANTI-BULLYING POLICY

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Bullying

Bullying is deliberately hurtful behaviour repeated over time, where it is difficult for those being bullied to defend themselves.

We do not tolerate bullying of any kind at The Aspire Hub.

Any incident of apparent bullying is investigated.

Bullying is something that happens more than once to the same person.

Something that happens once may be mean and hurtful but it is not necessarily bullying.

1. INTRODUCTION

In 2003 OFSTED published “Bullying effective action in secondary schools”. This was followed up by DfES guidance for schools under two headings: “Don’t suffer in silence” and “Bullying – a charter for action”. This policy reflects this guidance. DfES guidance defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct or indirect. The Aspire Hub is committed to working with Keyworkers, pupils, parents and carers to create and maintain a community where bullying is not tolerated. The Hubs anti-bullying policy has been developed with due regard for our duties and obligations under existing legislation and public sector duties for the safeguarding and wellbeing of all our pupils and we will take all steps to ensure their safety.

AIMS AND OBJECTIVES

The Directors, and all Keyworkers within the Aspire Behaviour management team acknowledge that bullying is wrong and damages individuals children and staff. We therefore do all we can to prevent it, by encouraging the continued development of an ethos in which bullying is regarded as unacceptable. At Aspire Behaviour Management services we also want to create an environment that is safe for children, staff and parents alike. We recognise that children who attend The Hub may be subject to or have taken part in bullying actives. We endeavour to work with all pupils individually to support them in their acceptance of bullying and its impact. At The Hub we work intensively on developing children’s understanding of being a good friend and developing positive friendship groups.

We aim to:

- Show commitment to overcome bullying through practising zero tolerance throughout the services provided.
- Have a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- Ensure a consistent response to any bullying incidents that do occur.
- Make The Hub community aware of our opposition to bullying and we make clear each person’s responsibilities with regard to the eradication of bullying in our Hub

This policy aims to promote the understanding that bullying is usually caused by discontentment/unhappiness in the aggressor.

2. ROLES AND RESPONSIBILITIES ACROSS THE SETTING

Directors role and responsibilities

Role:

- Promote the wellbeing and ensure the safeguarding of all staff and pupils.



- Ensure The Hub carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in The Hub's anti-bullying practice
- Ensure that staff understand and implement the staff code of conduct.

Policy development and implementation:

- Through consultation with all stakeholders, develop a written statement of principles regarding the anti-bullying work of The Hub
- Guide staff members in determining and implementing measures, based on the statement of principles, which promote good behaviour throughout the whole service community
- Nominate a named Senior Leader with a particular brief to oversee the anti-bullying work of The Hub
- Make anti-bullying a regular item at Senior Management Team Meetings
- Publish and keep under annual review the anti-bullying policy
- Ensure the policy includes references to age, disability, ethnicity, gender, religion and belief, sexual orientation, class, poverty, and any other local issues appropriate to The service context
- Review the policy in consultation with pupils, parents/carers and Keyworkers and ensure that it is informed by, and responsive to, their experiences
- Ensure that The service makes use of monitoring data and understands its implications for the development of policies, procedures and practice
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment
- Ensure the development and publication of a complaints procedure
- Record, investigate and respond to any complaints from parents/carers, staff and the wider community related to The services response to bullying

Behaviour:

- Provide an appropriate and consistent role model for all Keyworkers, pupils and the wider school community
- Celebrate and share examples of good practice from The Hubs and among individual Keyworkers and pupils

Senior Keyworkers with key responsibilities

Role:

- Build and maintain a service ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and Keyworkers
- Promote the wellbeing and ensure the safeguarding of all pupils
- Provide support for the Directors and Hub Leader through the development and implementation of an effective anti-bullying policy
- Ensure the voice of pupils, Keyworkers, parents and carers is heard and communicated to Directors

Policy development and implementation:

- With the advice and guidance of Directors and through consultation with Keyworkers, pupils, parents/carers and other stakeholders, develop, implement and review anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils
- Ensure the effective communication of the policy to all pupils, Keyworkers and stakeholders
- Ensure that pupils, Keyworkers, parents/carers and other stakeholders are involved in the creation of a positive Hub and service ethos
- Take action to prevent all forms of bullying



- Ensure that The Hub's anti-bullying policy and related practice is complied with consistently and effectively
- Make sure that effective monitoring procedures are developed, operated and maintained
- Ensure all staff regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- Develop and implement a system for recording incidents of bullying and hurtful behaviour which staff know and use consistently
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including peer support programmes
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review and impact assessment of behaviour and anti-bullying policies
- Monitor the continued progress and self-esteem of the targets and perpetrators of bullying
- Ensure evidence of the impact of anti-bullying policy and practice is reflected in The Hubs self-evaluation.

Behaviour:

- Celebrate and share the anti-bullying work of The Hub and its pupils and highlight good practice
- Act as appropriate role models for all managers, Keyworkers, parents and pupils
- Respond appropriately make sure suggestions, opinions and concerns are included in policy review and impact assessment
- Involve external agencies (including local authority advisers, police, independent mediation or advocacy services etc.) as appropriate to respond to incidents

All Staff & keyworkers:

Role:

- Contribute to building and maintaining a Hub ethos which is welcoming, supportive and inclusive of all pupils and staff
- Promote the wellbeing and ensure the safeguarding of all pupils at The Hub
- Promote the wellbeing and ensure the safeguarding of all staff and the community the service reaches.
- Behave with respect and fairness to all pupils, carrying out the letter and spirit of the anti-bullying and equalities policies

Policy development and implementation:

- Observe and implement The Hub's anti-bullying, racist incidents, behaviour and equalities policies and practices including the keeping of relevant records of incidents
- Contribute to consultations, reviews and impact assessments
- Develop and support opportunities to promote equalities and address bullying

Behaviour:

- Provide a consistent response to incidents of bullying and hurtful behaviour whatever its nature or motivation
- Provide support to both the targets and perpetrators of bullying
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities
- Model positive attitudes and relationships

- Promote the wellbeing of all pupils and staff to take steps to ensure freedom from bullying and harassment
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are trying to instil
- Raise issues with Managers which could contribute to policy review and development



Pupils

Behaviour:

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of Keyworkers and parents/carers, create a positive working atmosphere within The Hub where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged
- Respond to requests for information, opinions and suggestions to help improve the anti-bullying work of The Hub and its services.

Parents/Carers

Behaviour:

- Demonstrate positive support for The Hub's anti-bullying and behaviour policies
- Model appropriate behaviour at all times within The Hub's grounds
- Report to The Hub any concerns regarding pupils involved in bullying
- Support work undertaken by The Hub to promote equalities, celebrate difference and challenge discrimination
- Respond to requests from The Hub or service to provide feedback on anti-bullying policy and procedures

3. PREVENTING AND RESPONDING TO BULLYING INCIDENTS

Prevention of bullying

All pupils and staff discuss bullying throughout their time in The Hub. The Keyworkers work hard to ensure that all pupils know the difference between bullying and "falling out". Individual sessions will address issues around bullying in circle or discussion times. A particular focus on Anti-bullying in the autumn term, linked with National Anti-bullying Week and the SEAL unit about bullying.

Response to bullying

Bullying may be reported by a child, a parent/carer or a member of staff - in some cases a child may admit to a Keyworker that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members.

Where appropriate a statement will be written or written for the alleged victim. Where applicable the wishes of the alleged victim will be taken into account before any further action is taken. The Designated staff member will take time to discuss the issues with the victim of bullying and suggest strategies on how best to deal with the situation. Strategies to support a victim of bullying will be put in place. Staff and Keyworkers will take time to discuss the issues with the bully and if appropriate carry out relevant sanctions in line with The Hub's Behaviour Policy, code of conduct for staff and parents. It will be made clear to all the parties that bullying will not be tolerated. If the incident is not too serious a problem solving approach may help. Each party must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying reoccurring, where possible the parties will be reconciled. SLT and Keyworkers will monitor the situation closely afterwards. Where in the case of children time is spent talking to the child or children who have participated in the bullying, explaining to them why their

action was wrong and how they should change their behaviour in the future. When appropriate we will invite the children's parents to The Hub to discuss the situation. The Hub will try hard to support the offender, working with parental support. In extreme situations The Room Leader may contact external services, for example Educational Psychologist. If the incident is decided to be bullying or is serious, parents will be informed and asked to come into The Hub to discuss the issues. In some cases exclusion may be considered however this will be a last alternative sanction. All incidents of bullying are recorded. The Hub's Anti-bullying Policy is available on The Aspire Hub's website and on request from The Hub's office.

Report to staff Bulling



4. RECORDING AND REPORTING BULLYING

When a possible incident of bullying is reported, it must be recorded on ScholarPack/CPOMS. This will be the responsibility of the staff members concerned. The Room Leader must be notified of the incident. If after investigation it is decided that the incident is a bullying incident The Room Leader will record the incident internally and information shared with the schools.

If the bullying includes racist abuse, The Room Leader must be informed and the incident will be recorded as a racial incident and then information sent back to school. All such incidents will be followed up by a Senior Lead.

Directors and Shareholders will receive updates regarding bullying via Termly Reports. The Principal will be informed of any serious incidents of bullying.

Monitoring and review

The anti-bullying policy is the Directors' responsibility and they review its effectiveness annually. They do this by examining The Hub's bullying incident logs where incidents are recorded and by discussion with The Aspirations Room Leaders. Keyworkers analyse information for patterns of pupils, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. The information reviewed by Directors does not include children's names. This policy is monitored on a day to day basis by The Aspirations Room Leaders who report to Directors each term. This policy will be reviewed annually.

5. TYPES OF BULLYING

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle.

- **Physical bullying**
Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.
- **Verbal bullying**
Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target.
- **Social bullying**
Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:
 - Lying and spreading rumours
 - Negative facial or physical gestures, menacing or contemptuous looks
 - Playing nasty jokes to embarrass and humiliate

- Mimicking unkindly
- Encouraging others to socially exclude someone
- Damaging someone social reputation or social acceptance



- **Cyber bullying**

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts, emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitation others online or using their log in

- **Racist bullying**

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

- **Homophobic bullying**

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. Heterosexism is any prejudice and discrimination against individuals and groups who are lesbian, gay, bisexual (LGB) or are perceived to be so. It is based on the assumption that everyone is or should be heterosexual. Expressions of dislike, contempt or fear based on heterosexism are usually known as homophobia, although lesophobia and biphobia are also coming into use.

- **Transgender bullying**

This occurs when bullying is motivated by a prejudice against a transgender individual. The term gender includes boys, girls, men and women, and transgender/transsexual people. What is the difference between sex and gender?

- Sex refers to biological status as male or female. It includes physical attributes such as sex chromosomes, sex hormones, internal reproductive structures and external genitalia.
- Gender is a term that is often used to refer to ways that people act, interact, or feel about themselves, which are associated with boys/men and girls/women.
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- **Bullying towards members of staff**

Whether by pupils, parents or colleagues, bullying towards a member of staff is unacceptable. We have statutory and common law duties to look after the physical and mental health of all employees. This includes seeking to protect staff from cyberbullying by pupils, parents and other members of staff and supporting them if it happens.

Any member of staff who experiences any form of bullying should report it to a member of the Senior Leadership Team. If the concern relates to a member of the SLT then either the Principal or the Chair of Directors should be contacted (in line with the Whistleblowing policy).



Date	Ratification	Reviewed by
Feb 17	This policy was ratified by the board of Directors	Directors
August 17	Policy was amended to reflect the changes to The Hub converting to school status	GB - Principal / Director
August 18	This Policy was reviewed with no current changes	GB - Principal / Director
May 19	Policy was amended to reflect changes in staffing structure and monitoring systems	GB & LB
August 19	Types of bullying added to policy	LB HR Manager
May 20	Updates to reflect service as a whole	GB - Principal / Director
June 2012	Reviewed no changes	GB - Principal / Director