



Kisimul Group Limited

Anti-Bullying

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1. Introduction

Kisimul Group operates a whole service policy which has regard to the Department of Education 'associated Preventing and Tackling bullying: Advice for School Leaders and Governors', July 2017 and 'Keeping Children Safe in Education (KCSIE) September 2021, Children's Homes Regulations (England 2015) and guidance for keeping children and young people safe from harm. The Group has formulated a set of strategies which enable staff to be aware of the possibility of bullying and how to act effectively to curtail any incidents of bullying. This policy sits alongside the behaviour policy and the safeguarding policy in referencing the

Everyone has the right to be heard

Everyone has the right to feel safe

Everyone has the right to feel value

Everyone has the right to feel understood.

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate.

Inform the person in charge if they feel they haven't the knowledge and/or experience to

manage the young person (see also CH 2.3) or if they are unable to do so. Inform the person in charge if they feel they haven't the knowledge and/or experience to

Where required, maintain comprehensive record associated with any behaviours of concern, including support plans, risk assessments and daily records.

Inform the person in charge of the shift of any concerns in relation to behaviour/presentation of a young person.

Handover to colleagues any changes to any individual's risks, ability or changes to their support needs.

5. Procedure

Policy Stopping violence and ensuring immediate physical safety is obviously our group's first priority but emotional bullying can be more damaging than physical; teachers and care staff have to make their own judgements about each specific case. In our context we must also be mindful that certain behaviour patterns exhibited by young people will cause distress and anxiety to other young people (such as loud vocalisations or frequent physical outbursts). While these may not be purposeful we

- 5.5 Children/young people should be taught to say no and how to ask for help.
- 5.6 Any victim of bullying should have the opportunity, and should be encouraged to seek out a member of staff for advice.
- 5.7 With constant staff supervision, children/young people should only have a very limited opportunity to initiate bullying.
- 5.8 If staff become aware of bullying or have any indication that it is taking place they must intervene immediately.
- 5.9 Compatibility of young people in respect of their sensory and communication profiles should be considered carefully. Many of our young people will find the behaviour of others intolerable and a source of anxiety, and we should look to be effective advocates for them where their presentation suggests discomfort or anxiety around other young people.

6. Cyber bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. (Preventing and tackling bullying, advice for headteachers, staff and governing bodies, DFE 2017)

- 6.1 It is important that we educate and train our young people to use technology to support both their education, social and leisure activities and development. However, staff should be mindful of the potential for online abuse, and also ensure that our young people understand that posting harmful or abusive comments is unacceptable and constitutes bullying behaviour. No assumptions should be made that because of their learning disabilities that our young people do not have the capacity to access technology functionally, and therefore clear vigilance and oversight of what content and forums they are accessing should be in place, and concerns reported and shared promptly.

7. Intervention Procedures

Immediate steps to be taken by staff when dealing with a bullying incident:

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.

Information about the incident is to be recorded within electronic handovers or with daily journals and must be discussed at handing over times and within team meetings. An incident record should be completed and notification given to the Head teacher or Registered Manager (or relevant senior person on shift).

A clear account of the incident will be recorded and given to the Head Teacher or the Registered Manager, who will maintain a record of how the incident is dealt with and resolved.

Relevant frontline staff will be kept informed and requested to continually observe interactions between the young people. S 12 Tf1 T/F1 12 T(le.)-3(S 12 Tf1 Tr)-4(acc3e)8(n.000912 0 612cc3e)8(n.000912

Kisimul has clear and visual anti-bullying displays within the school setting that identify procedures for learners who feel anxious or worried about issues of bullying. These also reference young person questionnaires with augmentative communication that can provide additional opportunities to relate concerns. In most instances it is the familiarity and vigilance of staff who are working with the young person who will notice differences in presentation and engagement which could be the symptoms of bullying or discomfort with the actions of other young people.

The staff teams work closely with the advocacy services to ensure that positive relationships are encouraged.

Young people are provided with emotional support and provided with the opportunity to engage with the staffing team.

7.2 Children/young people who have been identified as having an impact on another child/young person will be supported by:-

Explaining that he/she has been accused of bullying.

Encourage the bully to understand the victim's point of view.

Explain that this is unacceptable behaviour and makes other children/young people unhappy. The anti-bullying information provided for young people will be used to reinforce this.

Explain that if bullying continues further sanctions will have to be imposed, and how, i.e. withdrawal of privileges.

It may be necessary to separate or move young people and this should also be done supportively and with consideration to the impact this may have on a young person.

Young people will be supported to understand the consequences of their actions in line with their ability to understand, using their preferred method of communication.

If it is recognised that young people who can at times impact on others' emotional and physical wellbeing lack the cognitive understanding of that impact, then their behaviour should not be identified as bullying. This does not, however, detract from how it makes someone else feel and therefore will be responded to in line with this policy

It is important that staff recognise behaviours that are intimidating to other young people and that they prevent harm from happening. The most effective way of preventing bullying is to be clear as to what is going wrong for the 'perpetrator' as well as ensuring the safety and protection of the 'victim'.

7.3 Individual support sessions will be provided using suitable resources regarding expectation of appropriate behaviour, having mutual respect and engagement. Other agencies which may need to be informed by staff team:

Parents.

Children/young peoples' social worker / placing authority.

Ofsted, under a notifiable incident if appropriate e.g. if it constitutes a serious incident.

In case of a serious incident of bullying that is deemed to be a child protection issue the child protection and safeguarding policy will be implemented.

8. Prevention

In order to prevent bullying from taking place, staff are encouraged to:

Involve child/young person, parents and child/young persons' representatives from LAs where necessary.

Regularly evaluate and update the Group's approach to bullying.

Openly discuss differences between people that can motivate bullying through the school curriculum, such as ethnicity, gender, disability, or sexuality.

Use specific organisations or resources for help where appropriate, e.g. advocacy services and LCSP.

Provide effective staff training and highlight the bullying policies and practices in staff inductions.

Make it easy for children/young people to report bullying.

Create an inclusive and open environment.

Celebrate success and recognise achievement.

8.1 There will be reduced opportunities for bullying in school and residence where there is a general encouragement of tolerance and consideration/respect for others (Croner 2000).

9. Training

Kisimul will provide opportunities to:

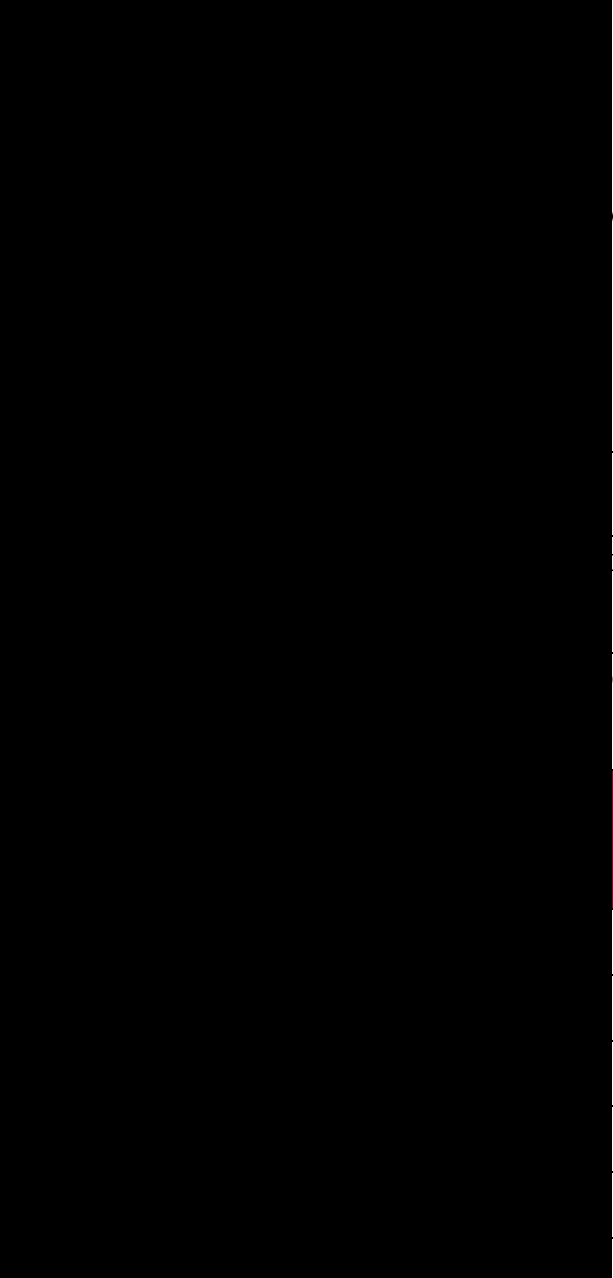
Train all staff, to identify all forms of bullying and take appropriate action, following the respective policy and procedures (including recording and reporting incidents).

Update staff on the latest research and publications around all forms of bullying and exploitation (including, for example – online, peer-on-peer, child sexual exploitation and county lines), within the context of contextual safeguarding.

Consider a range of approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, student council and area meetings.

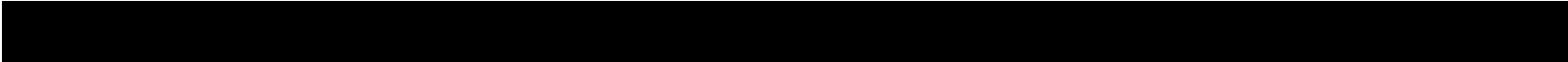
10. Monitoring compliance

All incidents are reported and recorded. This is analysed by the Registered Manager or Headteacher to ensure that learning can take place and the risks of bullying can be reduced.



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| | quality | | |
| | ent | | |
| | Impact | | Equality Impact Assessment form completed? |
| | Yes | No | |
| | | | No |
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| | | | |
| | | | |
| | | | |
| Socio-economic | | | |
| Gender Reassignment | | | |
| Maternity/Pregnancy | | | |
| Marriage/Civil Partnership | | | |

| Equality Target Group | a) Positive Impact | | b) Negative Impact | | Reason/Comment |
|-----------------------|--------------------|-----|--------------------|-----|----------------|
| | High | Low | High | Low | |
| | | | | | |



What is the main purpose or aims of the policy

To ensure those at risk of being bullied are identified and supported in a consistent way

