



Anti-Bullying Policy


Sporting Chance Newport CIC **Anti-Bullying Policy**

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Policy Owner:	Directors
Queries to be directed to:	Directors
Signed:	
Dated:	02/10/2021

This policy will be reviewed on an annual basis. Sporting Chance Newport CIC reserves the right to amend this policy, following consultation, where appropriate.

Date created:	October 2020
Date of last review:	January 2024
Date of next review:	January 2025

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1. Summary

Sporting Chance Newport CIC is committed to ensuring that all learners in Sporting Chance Newport CIC feel equally valued and respected. The aim of this policy is to ensure that Sporting Chance Newport CIC is bully free, and all learners feel safe at school. The objectives of this policy is to outline what bullying is, how Sporting Chance Newport CIC will implement the anti-bullying policy, guidance for staff on what to do if bullying is witnessed and additional resources.

2. Who is the policy for?

This policy outlines what Sporting Chance Newport CIC will do to prevent and tackle all forms of bullying. The policy has been adopted with the involvement of the whole school community. Sporting Chance Newport CIC recognises that 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 create a safe environment where learners are able to learn and fulfil their potential.

3. Who is this policy for?

All staff, parent/guardians and learners their respective responsibilities are outlined below

- The Directors should communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the school team has been identified to take overall responsibility.
- The Sporting Chance Newport CIC Management Board should take a lead role in monitoring and reviewing this policy.
- All staff should support, uphold and implement this policy accordingly.
- All learners should abide by this policy

This Policy summarises a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. This policy is based on Keeping Learners Safe 283/2022.

<https://www.gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf>

4. Policy statement

It is very important to be clear about what is, and is not, bullying. There are many definitions and perceptions of bullying, but all recognise that bullying is sustained and takes place where there is an imbalance of power.

Bullying Definition

There are many definitions of bullying, but most consider it to be:

- Deliberately hurtful (including aggression)
- Repeated often over a period of time (whilst recognising that even a one-off incident can leave a learner traumatised and nervous of future recurrence)
- Difficult for victims to defend themselves against

Individual learners' perspectives on what constitutes bullying is also a key element to take into account. Bullying can take many forms, but three main types are:

- Physical – hitting, kicking, taking belongings, sexual harassment or aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious e-mails or text messages on mobile phones

Name calling is the most common direct form. This may be because of individual characteristics, but learners can be called nasty names because of their ethnic origin, nationality or colour; sexual orientation (or perceived); or some form of disability. Harassment can also include bullying of children who are from other parts of the United Kingdom, or even other parts of Wales. Name calling can also occur where a pupil has a different accent from the majority in the class or school.

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely.

This definition has been taken from Keeping Learners Safe 283/2022.

<https://www.gov.wales/sites/default/files/publications/2022-04/220401-keeping-learners-safe.pdf>

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Preventing Bullying

In the initial instance it is the aim of Sporting Chance Newport CIC to prevent bullying by proactively creating an environment which promotes a culture of mutual respect, consideration and care of others, this will be upheld by all learners, teachers and parents who know that bullying will not be tolerated. Recognising that anyone can be a bully, having open discussions about what motivated people to bully and encouraging all to use technology positively and responsibly.

In dealing with bullying we aim to:

- Eliminate the bullying itself
- Support the victim by resolving the problem and by building up his/her self-esteem and where appropriate developing strategies to avoid bullying
- Bring the perpetrator to realise the unacceptability of his/her behaviour and the consequences should it continue
- Investigate the cause of the bullying behaviour and where appropriate work with him/her to modify his/her behaviour
- Reconcile the perpetrator and the victim

Education and Training

The School community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/pupil council, etc.
- Provide symptomatic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

Involvement of Learners

We will involve learners in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying. We will aim to provide a range of ways in which learners can express worries and anxieties about bullying.

Involvement and liaison with parents and guardians

We will:

- Take steps to involve parents and guardians in develop policies and procedures, to ensure they are aware that the school does tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.

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- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Sporting Chance Newport CIC's response to bullying is achieved in various ways:

Learners are given an induction. During this process these focus on:

- Clarifying and defining what is and is not bullying, raising awareness of the difference between disputes, endings of friendship and bullying behaviour.
- Cyber bullying as part of safety.
- Encouraging zero tolerance of bullying behaviour, encouraging a sense of social responsibility and the courage to speak out when necessary, and ensuring learners know what they can do if they or someone else is being bullied.
- Discussing further what is and is not bullying, and what learners feel could or should be done. Work and ideas emanating from these lessons will be fed into the system to inform and add to the strategies already being used.

Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school or witnessed by staff:

- 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. A verbal warning will be given.
- The school 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.
- The directors/designated safeguard lead or another member of leadership staff will interview all parties involved.
- The designated safeguarding lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/guardians where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals 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 takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.

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- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Reassuring the learner and providing continuous support.
- Offering an immediate opportunity to discuss the experience with their teacher, 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 guardians.
- 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 Specialist Children's Services, or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

Staff Training

All staff will be trained in restorative justice techniques to ensure that issues of bullying can be properly aired and addressed within lessons. We will also

- Focus on the positive nature of 'well-being' and of means in all situations.
- 'Anti-bullying Week' will be held once a year and will form the focus on discussion on the issue in lessons and other sessions.
- Key pastoral staff will always mediate between the bully and the victim, where appropriate. The victim will be encouraged to tell the bully how the bully's actions made them feel. The bully will be given the opportunity to apologise.

Record Keeping

Incidents of bullying are recorded and/or the learner file by the member of staff investigating the incidents. Serious concerns about bullying will result in the parents of the learner being invited into the school to meet the Directors or Pastoral Staff.

Learners who feel they are being bullied will be asked to keep a detailed record of incidents.

Sanctions

As a rule, disciplinary procedures will only be used as a last resort, when talking has failed. The following sanction list will be used to ensure that any bullying is dealt with. We will work hard to ensure that restorative justice techniques are used. Our behaviour policy outlines our expectations as follows:

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1. Behaviour Sanctions – At Sporting Chance Newport CIC we aim to support all pupils in accessing the curriculum and making the right choice. However, we recognise that this is not always possible and therefore have clear sanctions that all pupils will follow. These sanctions escalate depending on the individual. In some cases, the action of a pupil will warrant an escalated sanction immediately, but this is on an individual pupil basis.

Level	Sanction	Sanction Lead
1.	Verbal Warning	Teacher
2.	2 nd Verbal Warning	Teacher
3.	Re-room	Pastoral Staff/TA
4.	Phone Call Home	Pastoral Staff
5.	Opportunity to work off site on a 1-2-1 basis	Pastoral Staff (Supported by Teacher/TA)
6.	Home early with Work Pack - Informal home visit 1-2-1 reflection session within two days depending on individual needs.	Pastoral Staff
7.	Half Day FTE	Headteacher
8.	1-3 Days FTE	Headteacher & Directors
9.	4-5 Days FTE	School Management Board

2. Formal Written Warning/Short Term Exclusion – This will be used for not following what has been agreed in the contract, e.g. non-attendance. When the warning given, targets for improvement will be set and a review fixed.
3. Final Written Warning/Fixed Exclusion – If there is no improvement when the review takes place, or if the offence is exceptionally serious, a final warning will be issued, making it clear that any reoccurrence of this behaviour will lead to withdrawal of contract.

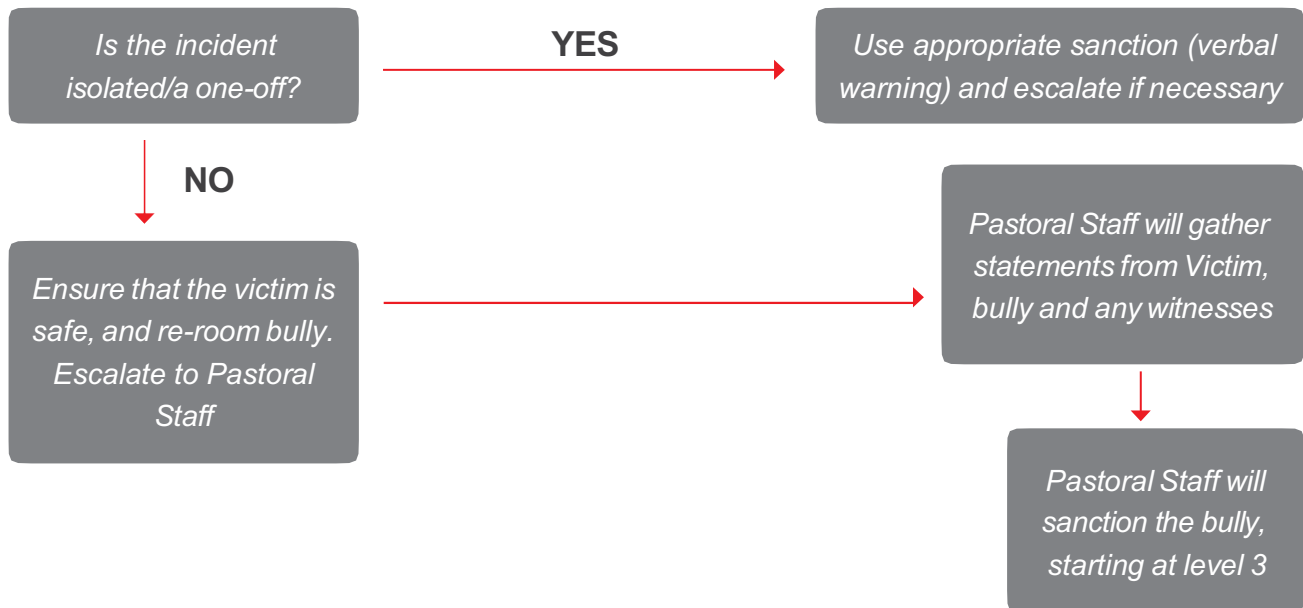
There may be rare occasions when a contract has to be terminated immediately. Any such decisions will be made with the Directors.

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Anti-bullying Flowchart – Guidance for Staff

If you witness bullying, you must act to stop the bullying straight away.

Once you have ensured the victim is safe you must complete the following actions:



Not all bullying is seen, however the Welsh Assembly provide the following guidance on signs to help identify bullying victims. Learners can be susceptible to bullying if they are:

- Lacking close friends
- Being shy
- An over-protective family environment
- Behaving inappropriately, intruding or being a 'nuisance'
- Having a precocious talent being different in some obvious respect – such as stammering
- Having Special Educational Needs or Disability
- Physical, mental or sensory impairment
- Scarring or disfigurement on the face or body
- Mental illness
- Having a long-term medical condition such as diabetes or asthma
- Physical characteristics, such as 'thinness' or obesity
- Different stages of puberty can mean individuals may be early or late developers
- Being different from the perceived norm of the peer group may mean you are seen as a target for bullying
- Being from a different racial or ethnic group to the majority or religious affiliation
- Speaking a different language from the majority of the pupils in school coming from a small village to a city school or from a city to a small town or village school
- Possessing expensive accessories such as mobile phones or computer game (or conversely not possessing these)

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- A knowledge of perception that a child has a sexual orientation which is different from the majority
- Having physical characteristics or traits which do not conform to recognisable traditional forms of masculinity or femininity
- Coming from a different social class than that of the majority of pupils
- Evidence of poverty (clothing)
- Being from a family with unorthodox or 'different' family structures
- Looked After Children or young carers

Additional Support and Guidance The following is a comprehensive (but not exhaustive) list of supporting organisations and links that can be used to supporting anti-bullying education:

- <http://gov.wales/topics/educationandskills/publications/circulars/antibullying/?lang=en>
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

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Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: [www.barnardos.org.uk/what we do/our work/lgbtg.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtg.htm)
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-CoalitionSchools-Guide.pdf
- Disrespect No Body:
www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017)
www.gov.uk/government/publications/preventing-and-tackling-bullying

Appendixes

1. Sporting Chance Newport CIC will:

- Monitor and review this anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships, to help prevent bullying
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure our learners 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.
- Require all members of the community to work with the school to uphold the anti-bullying policy.
- Report back to parents/guardians regarding concerns on bullying, dealing promptly with complaints.
- Seek to learn from good anti-bullying practise elsewhere.
- Utilise support from the Local Authority and other relevant organisations when appropriate.

2. Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parent/guardians or other staff members, is unacceptable.

Adults (staff and parents/guardians) 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 school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's behaviour 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.

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Adults (staff and parents/guardians) 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 school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

3. Equality Impact Assessment

Sporting Chance Newport CIC is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Sporting Chance Newport CIC has adopted the process in line with its commitment to continually improve equality performance.

1. Summary

This EIA is for:	Anti-bullying Policy
This EIA is for:	Paul Parry - Director
Date of assessment:	October 2020
Assessment approved by:	

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Sporting Chance Newport CIC Anti-bullying Policy for all staff have been fully considered and addressed, whether or not staff members share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Disability		X		The policy applies equally to all members of staff regardless of health/disability.
				It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/Paternity		X		It is not considered that the policy positively or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race (incl. origin, colour and nationality)		X		The policy applies to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Gender and Gender Re-assignment		X		This policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation		X		This policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their sexual orientation.
Equality Area	Positive	Neutral	Negative	Summary
Age		X		The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner
None		

